DOCUMENT RESUME

ED 087 914 95 CE 001 013

TITLE Language Arts, Math, Science, Social Studies. Curriculum Guides for the Third Grade.

INSTITUTION Harlandale Independent School District, San Antonio, Tex. Career Education Center.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE [73]

NOTE 248p.; See also CE 001 005-12, CE 001 014-17, CE 001 075-84

EDRS PRICE MF-$0.75 HC-$11.40

DESCRIPTORS Audiovisual Aids; Career Education; *Curriculum Development; *Curriculum Guides; *Educational Objectives; English; *Grade 3; Instructional Aids; Mathematics; Personal Growth; Sciences; Social Studies; Teaching Methods

IDENTIFIERS Career Awareness; Texas

ABSTRACT

The purpose of this curriculum guide is to help the third grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audio-visual and resource materials. The guide closes with 27 pages of teaching aids and 34 pages of audio-visual source information. (DS)

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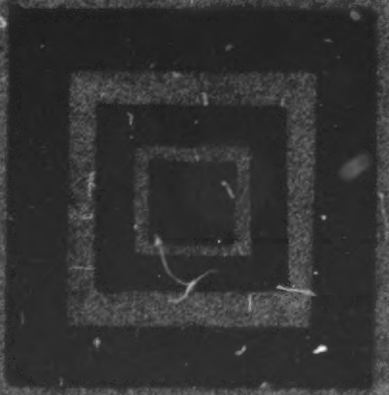

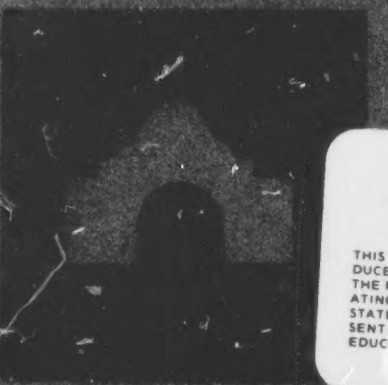

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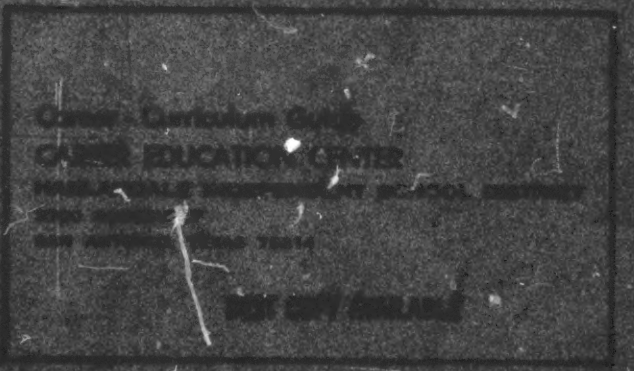

CE 001 013

CAREER EDUCATION CENTER

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HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

This material reported herein was developed pursuant to a grant from the U. S. Office of Education through the Department of Occupational and Technical Education, Texas Education Agency, Austin, Texas.

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CURRICULUM GUIDES

FOR

THIRD GRADE

LANGUAGE ARTS * MATH * SCIENCE * SOCIAL STUDIES

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CAREER EDUCATION CENTER
HARLANDALE INDEPENDENT SCHOOL DISTRICT

Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

Dear Teacher:

This curriculum guide has been prepared to help you as you endeavor to fulfill your teaching responsibilities. Please feel free, as you use it, to add your comments, suggestions and constructive criticism in the appropriate column as these will be needed when the guide is revised at the end of the school year. Also any additional resource materials which you think would be beneficial and should be included can be added at your discretion. If you need any assistance during the year, you may contact the Career Education Center (924-8272) or Mrs. Penny Taylor (924-2301).

Note: Sources and materials for Character Education can be found in the curriculum guide available from the following:

Character Education Project
American Institute For Character Education
118 Broadway
San Antonio, Texas 78205

Copies of these guides are in each elementary school. Please check with your principals.

A C K N O W L E D G E M E N T S

Appreciation is expressed to the following teachers who contributed to the research and development of this curriculum guide.

Florine Allen	Geraldine Chopin	Janet Jennings	Rhonda L. Schmidt
Delia Arsuaga	Betty J. Covington	Pearline Miller	Frank Thompson
Connie Bielefeld	George De La Garza	Linda Murillo	Nancy Thompson
Dorothy Jean Bright	Gerardo A. Gonzalez	Luis Murillo	Flora Rivas
Hardy D. Cannon	Richard Hayes	June Rochester	
Sarah Cannon	Richard Hill	Margaret Schlueter	

For their help and constructive suggestions in the compilation of this guide we acknowledge the following persons.

Mrs. Lucylle V. Deasey - Project Director - Career Education Program

Mr. William H. Bentley - Director of Vocational Education

Mr. William R. Marshall - Director of Curriculum

Mrs. Penny Taylor - Elementary Supervisor

Mrs. Lydia Calonge - Bilingual Coordinator

Mrs. Blanche Mora - Curriculum Specialist

Mrs. Jo Ann Owens - Elementary Librarian

Mrs. Gozelle Loveless - Audio-Visual Coordinator

Mrs. Mikel A. Arnold - Teacher

Gratitude is also expressed to the Texas Education Agency, Character Education Project, Education Service Center-Region 20, Minnie Stevens Piper Foundation, and the Career Education Staff.

LANGUAGE ARTS - THIRD GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Reading: Structural and Phonetic Analysis (A review lesson from Second Grade)	The child will be able to perform the following activities: 1. Identify and imitate all initial and consonant sounds. 2. Identify and imitate all long and short vowel sounds. 3. Substitute up to three letter clusters to known base words in a given word	Vocabulary: phonetic - fonología speech - habla, lenguage therapist - curativa Concept: Las destrezas de fonología son necesarias para ser una curativa del habla. Performance Objectives: El alumno podrá decir como una curativa del habla usa destrezas de fonología. Methods: 1. Discutan el empleo de una curativa del habla, por que se necesitan y que es lo que hacen. 2. Haganle una entrevista a la curativa del habla de la escuela. 3. Si un alumno que está tomando curamiento del habla desea, permítale que les cuente como le están ayudando.	1. Read a list of words and have students identify initial consonant sound; being sure to include all sounds. 2. Make word families and have students identify the beginning sounds substituted to make the family. Example: at family at _at _at _at bat _at _at _at _at _at _at 3. Use large flash cards of missing vowel sounds. Have students supply the missing sound and the vowel name. Examples: b_ll d_g d_y k_te b_ll b_t s_t c_ke b_ll c_lf f_g b_th 4. Take familiar words and substitute beginning sounds. Examples: ring read ___ash __ing ___ead beam ___ing dash ___eam Have the students supply the missing sounds at the board.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Phonetic skills are necessary to becoming a speech therapist. Performance Objectives: The child will be able to tell how a speech therapist uses phonetic skills. Methods: 1. Discuss the job of a speech therapist, why there is a need for them and what they do. 2. Interview the school speech therapist. 3. If a child taking speech therapy wishes to, allow him to tell about how he is being helped.	Concept: One of the standards of character and conduct of the Freedom's Code is to help those in need. Performance Objectives The child will tell how a speech therapist can be helpful. Methods: 1. Discuss the help a speech therapist has to offer. 2. Discuss what it would be like if we had no one to help us when we needed it.	1. Harlandale Audio-Visual Center: filmstrips - "Reading For Meaning," Box I, Vowels 1 and 2 "Reading For Meaning," Box II, and III Houghton Mifflin Company 2. Available from Heffernan School Supply: Flash Cards - Beginning Consonant Poster Cards (missing consonant) Vowel-Links Poster Cards (missing vowel) 3. Available from ESC Region 20: 4497 - Reading For Beginners - Word Sound 11 minutes in color (for those needing phonetic skills) Bilingual Bilingual Dept. H.I.S.D. filmstrips - S-189 Resolviendo Problemas Personales	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Structural and Phonetic Analysis	The child will be able to perform the following activities: 1. Tell the sound of c followed by i, e, or y. 2. Tell the sound of c followed by a, o, or u. 3. Tell the sound of g followed by i, e or y. 4. Tell the sound of g followed by a, o, or u.	Vocabulary: spelling - deletreo pronunciation - pronunciación Concept: Una maestra de deletreo tendría que saber las reglas de pronunciación y deletreo. Performance Objectives: El alumno dirá como una maestra usa reglas para ayudar a otros a aprender a deletrear. Methods: 1. Discutan lo que una maestra de deletreo tendría que saber para ayudar a otros aprender a deletrear. 2. Repasen las reglas de pronunciación de las vocales, dividiendo en silibas, etc. 3. Discutan como estas reglas nos ayudan.	1. Have the students locate words that are spelled with ci___, ce___, cy___, and say the words. Identify the sound of c as an s sound. 2. Have students locate words spelled with ca___, co___, and cu___ and say the words. Identify the sound of c as being a k sound. 3. Have the students locate words spelled with gi___, ge___, and gy___ and say the words. Identify the sound of g as being a j sound. 4. Have the students locate words spelled with ga___, go___, and gu___ and say the words. Identify the sound of g as the sound of guh.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A teacher of spelling would need to know the rules for pronunciation and spelling. Performance Objectives: The child will tell how a teacher uses rules to help others learn to spell. Methods: 1. Discuss what a spelling teacher would have to know in order to help others learn to spell. 2. Review rules of pronunciation of vowels, dividing syllables, etc. 3. Discuss how these rules help us.	Concept: One of the standards of character and conduct is to be kind. Performance Objectives The child will tell how a teacher can show kindness. Methods: 1. Discuss how a teacher can show kindness. 2. Have the students role play a teacher who is kind, helping a child with his spelling. Then role play a teacher who is not kind. Discuss which students will learn best.	1. Harlandale Audio-Visual Center: 16 mm films - 16-89 "Kindness to Others" 11 minutes in color 16-23 "Spelling Made Easy" 10 minutes in B/W filmstrips: BB-86 "The Teacher" School Series: Our School Workers cassette tape with filmstrip: Cas.T-20 "I Want To Be A Teacher" I Want To Be Series Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-126 "Ayudantes para Nuestra Escuela" #4 "Education" M-E-60 Living In Mexico Today Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Structural and phonetic analysis.	The child will be able to perform the following activities: 1. Locate familiar elements to identify new words in a given list. 2. Use vowel sounds as keys to syllabication and state vowel rules for a given list of words.	Vocabulary: book - libro news - noticias printer - impreso story - cuento typesetter - cajista mecánico Concept: Los impresos y los cajistas mecánicos necesitan las destrezas de silabeo para publicar las noticías, los cuentos o libros. Performance Objectives: El alumno dirá por que las destrezas de silabeo son necesarias para los cajistas mecánicos y los impresos. Methods: 1. Discutan como un impreso o un cajista mecánico necesitaría destrezas de silabeo. 2. Deje que los alumnos examinen periódicos, revistas y libros de texto para buscar palabras que fueron divididas por falta de lugar en la linea. 3. Deje que los alumnos usen un grupo de marcas de impresiones para publicar una nota y vea por que las palabras se tienen que dividir.	1. List words on the board from their textbooks. Look for little parts of the words that they can pronounce first and work from there. Examples: display, begun, example, comfort, deliver, uncommon. 2. Have students learn syllable rules: a. There are usually as many syllables in a word as vowel sounds. b. Where there is a single consonant between two vowels, the vowel goes with the first syllable. (cu/pid) c. When there is a double consonant the syllable break is between the two consonants and one is silent. (rat/tle) 3. Discuss the "exceptions" to the first vowel rule. Words like boat, gone, route have more than one vowel, but only one vowel sound.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Printers and typesetters need the skills of dividing into syllables in order to print the news stories, or books.	Concept: One of the standards of character and conduct of the Freedom's Code is to use time and talents creditably.	Harlandale Audio-Visual Center: filmstrips - R-42 "The Vowel, Backbone of a Syllable" Your Dictionary and How to Use It S-78 "How To Read A Newspaper" Community Helpers Series	
Performance Objectives: The child will be able to tell why syllabication skills are necessary for typesetters and printers.	Performance Objectives The child will be able to tell of the talents of printers and typesetters.		
Methods: 1. Discuss how a printer or typesetter would need syllabication skills. 2. Have students examine newspapers, magazines and school texts to hunt for words that were divided because of lack of room on a line. 3. Have the students use a printing stamp print set to print a notice and see why words have to be divided.	Methods: Discuss correct language usage, knowledge of syllables, and knowing what to print are talents that not all people possess and should be used to benefit all.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Structural and phonetic analysis	The child will be able to perform the following activities: 1. Identify the accented part of the word and begin to use accent marks in a given list of words. 2. State all the rules for syllables and hyphenate words using syllable rules for a given list of words.	Vocabulary: hyphen - el signo -- que se usa para dividir palabras en silabas typist - mecanógrafa. Concent: Las mecanógrafas necesitan saber las reglas de silabeo. Performance Objectives: El alumno podrá decir como una mecanógrafa puede usar destrezas de silabeo. Methods: 1. Discutan el empleo de una mecanógrafa, sus deberes y la clase de mecanografía que pueda hacer. 2. Háganle una entrevista a una mecanógrafa. 3. Deje que la clase visite a la secretaria escolar y la vea escribiendo a máquina.	1. Read aloud words and have students identify the number of syllables and tell in which one did they hear the stress or accent. 2. Use transparencies to project on the chalkboard words to be divided into syllables and marked with accents. 3. Give the students ditto sheets of words to divide and mark with accents. 4. Have the students review rules for dividing syllables and be able to tell where the words could be hyphenated.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Typists need to know rules for dividing in syllable and hyphenating words. Performance Objectives: The child will be able to tell how a typist can use the skills of syllabication. Methods: 1. Discuss the job of a typist, duties and kind of typing she might do. 2. Interview a typist about her job. 3. Have the class visit the school secretary and observe her typing.	Concept: One of the traits employers would like the typist to have is dependability. Performance Objectives The child will be able to tell ways in which a typist can show dependability. Methods: 1. Have the students define dependability. 2. Discuss how a typist could show dependability.	1. Harlandale Audio-Visual Center: filmstrip - CC-59 "My Mother Works In An Office" Mothers Work, Too, Series 2. Available from ESC Region 20: 4808 "Reading For Beginners - Words and Word Parts" 11 minutes in color. 3. Available from Heffernan's School Supply: Phonics Developement, Grade 3 (Transparencies and Duplicating Pages) Milliken Publishing Company Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-186 "¿En dónde Trabaja Mamá?"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Structural and phonetic analysis.	The child will be able to perform the following activities: 1. Identify prefixes: a-, un-, ex-, be-, dis-, in-, and locate root word in a given list of words. 2. Identify suffixes: -th, -ty, -ful, -less, -ness, and find the root word in a given list of words. 3. Make contractions omitting more than one letter from a given list of words.	Vocabulary: contraction - contracción prefixes - prefijo ejemplo: desafortunado suffixes - afijo ejemplo: localidad Concept: Las secretarias necesitan saber de silabas, prefijos, afijos y contracciónes para hacer su trabajo bien. Performance Objectives: El alumno podrá decir como las secretarias usan destrezas de silabeo. Methods: 1. Háganle una entrevista a una secretaria acerca de su empleo. 2. Discutan diferentes clases de oficinas y diferencias posibles en empleos secretarios. 3. Discutan como las secretarias usarán destrezas de silabeo y de contracciónes.	1. Use transparencies of prefixes suffixes, and transparencies projected on the blackboard to be marked by children working together, with teacher help. 2. Use ditto sheets of prefixes, suffixes and contractions for individual work. 3. See Houghton Mifflin Reading Manuals for further suggestions.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Secretaries need to know syllables, prefixes and suffixes, and contractions in order to do their job well. Performance Objectives: The child will tell how secretaries use the skills of syllablication. Methods: 1. Interview a secretary about her job. 2. Discuss different types of offices and possible differences in secretarial jobs. 3. Discuss how secretaries will use syllablication and contraction skills.	Concept: One of the traits an employer would like to find in a secretary would be responsibility. Performance Objectives The child will tell how the secretary can show responsibility. Methods: 1. View and discuss the film on responsibility. 2. Have the students define responsibility. 3. Discuss how the secretary could show responsibility. 4. Discuss how we can show responsibility.	1. Harlandale Audio-Visual Center: filmstrips - S-60 "Prefixes and Suffixes" Fundamentals of Vocabulary Buiding N-31 "Responsibility" Conduct and Behavior Series 2. Available from Hefferman School Supply: Phonics Developement, Grade 3 (Transpariencies and Duplicating Pages) Milliken Publishing Company. Bilingual Bilingual Dept., H.I.S.D. filmstrips - S126 "Ayudantes Para Nuestra Escuela" S168 "En donde Trabaja Mama?"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Word analysis and meaning.	The child will be able to perform the following activities: 1. Recognize synonyms as words having the same meaning by drawing lines to connect synonyms in a given list of words. 2. Recognize antonyms as words that are opposite in meaning by drawing lines to connect antonyms in a given list of words. 3. Recognize homonyms as words that sound alike but are spelled differently by connecting the homonyms in a given list of words.	Vocabulary: character - carácter plot- trama setting - ubicación, localidad Concept: Los escritoros de cuentos necesitan un vocabulario inmenso para describir más vivamerte la localidad, los carácteres, y los tramas. Performance Objectives: El alumno podrá decir del aprecio de escritores que saben de sinónimos, antónimos, y homonimos. Methods: 1. Discutan las clases de cuentos que se escriben y haga una gráfica de las diferentes clases. 2. Deje que los alumnos clasifiquen los libros en la clase por categorias, escribiéndolo en la pizarra. 3. Discutan lo que hace un cuento interesante y sobreentendido. 4. Permita que los alumnos escriban un cuento corto usando palabras descriptivas y una variedad de palabras.	1. Use large flash cards for synonyms, antonyms and homonyms. Have the class play tic-tac-toe. Divide room into x's and o's. Take turns supplying antonym, synonym or homonym. For a correct answer they get to fill in an x or o for their team. 2. Use transparency and ditto sheets of homonyms. Project transparencies on the board to mark. Use ditto sheet for individual follow-up. (See Appendix)

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Story writers need a wide range of vocabulary in order to more vividly describe the setting, characters and plots. Performance Objectives: The child will be able to tell the value of a writer's knowledge of synonyms, antonyms, and homonyms. Methods: 1. Discuss kinds of stories that are written and make a chart of the different kinds. 2. With the students help classify library books in the room into catagories on the board. 3. Discuss what makes a story interesting and clearly understood. 4. Have students write a short story being sure to use descriptive words and a variety of words.	Concept: Writers are free in our country to use their talents creatively. Performance Objectives The child will be able to tell why writers can be creative in our country. Methods: 1. Have the students define creativity. 2. Discuss how writers use creativity - in style, form, subject, etc. 3. Discuss briefly "freedom of the press".	1. Harlandale Audio-Visual Center: 16 mm film - 16-238 "Let's Write a Story" 11 minutes in color filmstrips - N-41 "Trying New Things" Developing Your Personality Series S-57 "Synonyms" S-58 "Homonyms" Fundamentals of Vocabulary Building record with filmstrip- L-94 (PR-515) "The Joy of Being You" Who am I Series 2. Available from Heffernan's School Supply: Phonics Development, Grade 3 (Transparencies and Duplicating Pages) Milliken Publishing Company Antonym Poster Cards (11¼" x 14") Homonym Poster Cards (11¼" x 14") Synonym Poster Cards (11¼" x 14") Milton Bradley Company Bilingual Bilingual Dept., H.I.S.D.: filmstrip and booklet - "Los Cuatro Cantantes de Guadalajara" La Laguna Beach Language Series La Ceniciencia Region XX "Caperucita Roja"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Word analysis and meaning.	The child will be able to perform the following activities: 1. Form correctly plurals by adding s, es, and ies to a given list of words. 2. Form plurals correctly by changings f to v and adding es in a given list of words. 3. Form words to show possession from a given list of phrases. Example: the dog of John a house of Mary a kennel of dogs a choir of children	Vocabulary: telegrapher - telégrafista word form - forma de una palabra, i.e, singular, plural, etc. Concept: Las telégrafistas necesitan destrezas de palabras en su empleo. Performance Objectives: El alumno dirá como palabras y formas de palabras son importantes en el trabajo de una telégrafista. Methods: 1. Háganle una entrevista a una telégrafista. 2. Discutan las necesidades, de sus empleos y la instrucción necesaria. 3. Discutan como el conocimiento de palabras y sus formas se necesita en el empleo de una telégrafista.	1. View and discuss the filmstrips of singular and plural words. 2. Have children help make a list of nouns on the board (all singular) and change them to plurals, allowing students to explain what they did to make the change and why. 3. Have the students change words like leaf, loaf, hoof, calf, to plural form. 4. View and discuss filmstrip on possessives. 5. With the student's help make a list of people or things and change to the possessive form.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Telegraphers need skills with words in their jobs.	Concept: People expect telegraphers to be able to send messages correctly.	Harlandale Audio-Visual Center: filmstrips- S-61 "Singular and Plural" Fundamentals of Vocabulary Building S-65 "Using Plurals Correctly" S-66 "Possessives, Contractions and Abbreviations" Using Good English Series	
Performance Objectives: The child will tell how words and word forms are important in the work of a telegrapher.	Performance Objectives The child will tell why a telegrapher needs accuracy in messages.		
Methods: 1. Interview a telegrapher about his job. 2. Discuss needs for their jobs, and the training needed. 3. Discuss how words and word forms are needed in a telegrapher's job.	Methods: Discuss problems of sending the wrong messages or wrong words that did not convey the meaning.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Word analysis and meaning.	The child will be able to perform the following activities: 1. Locate and write at least five descriptive words from a given story. 2. Locate and write at least one figurative word or phrase from a given story.	Vocabulary: commentator - comentador news - noticias, novedades, nuevas report - relatar Concent: Los comentadores de las noticias necesitan destreza en el uso de palabras para relatar las noticias. Performance Objectives: El alumno dirá de la importancia de destrezas de palabras en la relación de las noticias. Methods: 1. Háganle una entrevista a un comentador de noticias o vea un comentador en la televisión. 2. Discutan las calidades que necesita un comentador de noticias para hacer su trabajo y diga que debería ser su instrucción.	1. Have the students write a short story about a large picture shown to the class. Then go back through the story and add descriptive words - adjectives and adverbs. Discuss which story is better. 2. Read part of a favorite class story eliminating all descriptive words. 3. View and discuss filmstrips on descriptive words - adjectives and adverbs. 4. Just for fun: The teacher may find a short story and remove all the adjectives. Have the class make a list of adjectives on the board. Re-read the story replaceing the original words of description with those from the list on the board, taken in the order in which they are listed. It is not supposed to make sense, and it may turn out to be very funny. Re-do the story having the students supply the correct adjectives to fit the story.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: News commentators need skill in using words to report news. Performance Objectives: The child will tell of the importance of word skills in news reporting. Methods: 1. Interview a news commentator about his job, or watch a television news commentator. 2. Discuss qualities a news commentator needs to do his job and what his training should be.	Concept: An admirable quality in news commentators is honesty in reporting. Performance Objectives The child will tell why it is important to have honest news reporting. Methods: 1. Have the students role play the job of a news commentator reporting accurately on any item of current interest. 2. Have the students role play a news commentator "slanting" the news to suit himself.	1. Harlandale Audio-Visual Center: filmstrips - F-55 "Words That Describe Things" F-56 "Words Telling How, When, Where" Beginning Grammar Series S-3 "Adjectives" S-6 "Adverbs" Parts of Speech Series N-21 "Honesty" Character Building Series 2. Available from Giant Photos, Box 406, Rockford, Illinois, 61105 Giant Photos for Language Arts or Social Studies (16" x 20") in color. Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-166 "La Gran Ciudad"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension	The child will be able to perform the following activities: 1. Skim to locate the main idea in given material. 2. Draw conclusions from a given reading assignment. 3. Explain orally from a given story the relationship of at least one act of a character in the story to his personality or character traits. 4. Name at least two purposes for reading.	Vocabulary: analyst - analizador conclusion - conclusión idea - idea Concept: Los analizadores de noticias necesitan destrezas en colocar ideas principales, en extraer conclusiones y en consolidar materiales en su empleo. Performance Objectives: El alumno dirá como los analizadores de noticias usan destrezas de leer y del lenguage. Methods: 1. Dígales a los alumnos que vean un analizador de noticias en la televisión. 2. Háganle una entrevista a un analizador de noticias acerca de su empleo y su instrucción. 3. Discutan como el analizador de noticias usa las destrezas de leer en su trabajo.	1. Assign several paragraphs to class for them to "skim" quickly for a general idea of content. 2. Use listening skills tapes for orally getting main ideas, drawing conclusions, relationships, reasoning, and purposes. 3. View and discuss the filmstrips of study and thinking skills. 4. Use skills books from Specific Skills Series "Getting the Main Idea" Level C "Locating Answers" Level C "Drawing Conclusions" Level C. 5. With the help of the students list reasons for reading: Examples - for pleasure, for information, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: News analysts need the skills of locating main ideas, drawing conclusions, and condensing materials in their job. Performance Objectives: The child will tell how reading and language skills are used by news analysts. Methods: 1. Observe a news analyst on television. 2. Interview a news analyst about his job and his training. 3. Discuss how the news analyst uses the skills of reading in their jobs.	Concept: A news analyst should not abuse the privilege of freedom of speech. Performance Objectives The child will tell what it means to abuse the freedom of speech. Methods: 1. Discuss "freedom of speech," where it came from and what it means to have it. 2. Discuss how privileges can be abused.	1. Harlandale Audio-Visual Center: filmstrips - P-3 "Using A Textbook" Learning to Study Series X-79 "Assumptions" X-81 "Critical Thinking" X-83 "Interpreting" Fundamentals of Thinking Magnetic Tapes - SRA Listening Skills, Level C 2. From Read-On Diagnostic Reading Program (available in some schools) Random House. Cassette tape and duplicated sheet for "Getting the Main Idea," and "Drawing Conclusions." 3. Reading Skills Books: Specific Skills Series Barnell Loft, Ltd. 958 Church Street Baldwin, New York 11510	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension	The child will be able to perform the following activities: 1. From a given reading or listening lesson, list the events of the story and arrange them into correct sequence. 2. Read and correctly follow printed directions on a given page.	Vocabulary: event - acontecimiento, suceso language - lenguage reporter - repórter reading - lectura Concept: Los repórteros pueden usar destrezas de lectura y lenguage cuando organizan los suceso en orden de sucesión. Performance Objectives: El alumno dirá como los repórteros usan destrezas de lectura y lenguage. Methods: 1. Discutan el empleo de un repórter--la clase de trabajo que hace, como lo hace, a quien le relata, y adonde van las noticias de allí. 2. Háganle una entrevista a un repórter o visite un periodico. 3. Discutan como los repórteros usan destrezas de lenguage.	1. Use SRA Listening skills lessons from reading laboratory Ic for organizing and sequencing materials. 2. Use an incident at school or a field trip of the class as a source for having children list the events remembered. Then have children reorganize the list into correct sequence. 3. Use skills books for "Following Directions" lessons. 4. Use cassette tapes and ditto pages from Read-On for following directions and sequencing.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Reporters can use the skills of reading and language in organizing events in sequential order. Performance Objectives: The child will tell how reading and language skills are used by reporters. Methods: 1. Discuss the job of a reporter --what kind of work he does how he goes about it; to whom he reports, and where the news goes from there. 2. Interview a reporter or visit a newspaper building. 3. Discuss how the reporter would use language skills.	Concept: Honesty in reporting is a trait to be admired in a reporter. Performance Objectives The child will tell why honesty is important in reporting. Methods: 1. Have the class define honesty. 2. Allow children to tell how they can show honesty. 3. Discuss how honesty in reporting is important and how it could be if the reporter was dishonest.	1. Harlandale Audio-Visual Center: SRA Listening Skills Tapes, Ic for "Organizing" and "Sequencing" and "Following Directions" 2. Available from some schools: Read-On Diagnostic Reading Program Random House, Singer Division 3. Available from ESC Region 20: 4060 Cities and Communication: "Keeping Community Informed" 8 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension	The child will be able to perform the following activities: 1. From a given assortment of picture cards, classify the items into "family groups". Examples: Fruits and Vegetables Plants and Animals Necessities and luxuries 2. Use indexes to locate information about a given subject. 3. Alphabatize words using up to the forth letter on a given list of words.	Vocabulary: alphabetize - colocar alfabéticamente classify - clasificar file clerk - dependiente de catálogo Concent: Un dependiente de catálogo necesita destrezas en colocar alfabéticamente y en clasificar para desempeñar su trabajo. Performance Objectives: El alumno dirá como las destrezas de lectura y language se necesitan en el empleo de dependiente de catálogo. Methods: 1. Háganle una entrevista a una dependienta de catálogo acerca de su trabajo. Descubran como aprendió su empleo y que destrezas usa. 2. Discutan como destrezas en colocar alfabéticamente y en clasificar se usan en arreglar documentos sistemáticamente. 3. Permita que los alumnos hagan un catálogo de las tarjetas de libros de la biblioteca en la clase. Cuando los alumnos leen el libro, saque la tarjeta y escriba un sumario en la tarjeta para que otros lo lean.	1. Use picture cards from Peabody Kits or from languages development or from phonetic kits. Have the students classify cards into any categories you choose. Examples: Fruits-Vegetables; things that belong on land, in the air, or in the water; Workers and tools; etc. 2. Have the students use text book tables of content, encyclopedia indexes, newspaper indexes, etc. to hunt information. 3. Have the students use any list of words to rearrange in alphabetical order. Use the Dolch Basic Word list for pupils having difficulty, and harder words from social studies texts or library books for those that can go ahead.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Alphabetizing and classifying are necessary skills for performing the job of file clerk. Performance Objectives: The child will tell how reading and language skills are necessary for file clerks. Methods: 1. Interview a file clerk about her job. Find out how she learned her job and what skills she uses. 2. Discuss how classifying and alphabetizing skills are used in filing. 3. Make a file of room library book cards. As the children read a book, pull out the card and put a summary on the card for others to read.	Concept: There is a feeling of well being and pride in doing a job well. Performance Objectives The child will tell when a file clerk could feel pride in her work. Methods: 1. Discuss the meaning of pride and well being. 2. Allow children to tell about times they have felt pride in something. 3. Discuss how a file clerk feels when her "boss" asks for some papers and she can't find them because she didn't put them in the right place.	1. Harlandale Audio-Visual Center: filmstrips: S-63 "Dictionary and Other Reference Books" Fundamentals of Vocabulary R-39 "Make Alphabetizing Work For You" Your Dictionary and How to Use It Series 2. Peabody Oral Language Development Kits American Guidance Services, Inc., Circle Pines, Minnesota 55014 Picture Cards, Houghton Mifflin Company Bilingual 1. ESC Region 20: filmstrip - 63-255 "Helpers for our School" Bilingual Edition 72-121 "Where Does Mother Work?" Bilingual Edition 2. Bilingual Dept., H.I.S.D. filmstrip and record - #3 "Working" M-W-60 #4 "Education" M-E-60 Living in Mexico Today Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension	The child will be able to perform the following activities: 1. Given a list of subjects, tell about at least two sources where information on that source may be found. 2. Given a map, tell at least three kinds of information given on that type of map. 3. Given a chart or graph, tell at least two kinds of information found on that chart or graph.	Vocabulary: librarian - bibliotecaria reference - referencia Concept: Una bibliotecaria necesita destrezas de referencia para desempeñar su trabajo. Performance Objectives: El alumno dirá lo que una bibliotecaria necesita saber para hacer su trabajo. Methods: 1. Discutan el empleo de la bibliotecaria: su trabajo y su instrucción. 2. Háganla una entrevista a una bibliotecaria acerca de su empleo. 3. Vean una película de la bibliotecaria y discutan su trabajo. 4. Permita que los alumnos hagan una lista de las cosas que necesita saber hacer una bibliotecaria.	1. With the students' help make a list on the board of different types of information needed: a. meaning of a word b. information about oil well drilling c. pronunciation of a word d. where to find a story e. where to locate synonyms and antonyms 2. Discuss where to look and why that resource. 3. Have the students use relief maps to locate mountains, valleys, rivers, lakes, etc. 4. Have the children use a graph to record grades for that day in spelling or math. Let them record the same subject on a graph the next time grades are taken and compare them with the first record.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A librarian needs reference skills in doing her work. Performance Objectives: The child will tell what a librarian needs to know to do her job. Methods: 1. Discuss the job of the librarian, her work and training. 2. Interview a librarian about her job. 3. View filmstrip of the librarian and discuss her work. 4. With the students' help list things she needs to know to do her job.	Concept: One of the standards of character and conduct of Freedom's Code is to help others. Performance Objectives The child will tell how a librarian can be helpful. Methods: 1. Discuss how librarians are able to help others. 2. Discuss how we can help others. 3. See Living With Me and Others, Level C for further suggestions.	1. Harlandale Audio-Visual Center: filmstrips: S-15 "Use of the Dictionary" English Series S-63 "Dictionary and Other Reference Books" Fundamentals of Vocabulary Building MI-117 "Look It Up-World Book Encyclopedia" 16 mm films - 16-106 "Fall Brings Changes" 10 minutes in color Record and filmstrip - T-55 (PR-365) "Let's Go To A Library" Community Helpers Series 2. Available from ESC Region 20: Living With Me and Others, Level C, Character Education Curriculum. Bilingual Bilingual Dept., H.I.S.D. filmstrip and record - #4 "Education" M-E-60 S-126 "Ayudantes para Nuestra Escuela"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Oral Reading	The child will be able to perform the following activities: 1. Use a pleasing voice quality in oral reading and speaking. 2. Use adequate volume in speaking and oral reading. 3. Use clear and distinct enunciation in speaking and oral reading. 4. Use correct pronunciation and fluency in his speaking and oral reading. 5. Convey meaning to listeners by his speaking and reading interpretation.	Vocabulary: oral - verbal professional - profesional storyteller - cuentista Concept: Los cuentistas profesionales necesitan destrezas de lectura verbal para hacer su trabajo. Performance Objectives: El alumno dirá las destrezas necesarias para ser un cuentista. Methods: 1. Permita que los alumnos hagan una lista de los requisitos de un cuentista. 2. Vean y discutan la película "Storytelling". 3. Discutan la instrucción necesaria. 4. Discutan las diferentes clases de cuentistas: ante audiencia, por radio, o televisión, o discos.	1. Use a tape recorder for the reading lesson. Play back the tape and have the students list the improvements he could make in his voice quality, volume, enunciation, fluency, etc. This is for self improvement. 2. Have the students re-tape the reading lesson and listen for improvements. 3. Give opportunities for pupils to practice alone with the recorder if possible. 4. Have the class listen to a record of a professional story teller and discuss the quality, expression, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Professional story tellers need oral reading skills in order to do their job.	Concept: Each person has a special talent to develop and use to the best of his ability.	Harlandale Audio-Visual Center: records and filmstrips - L-64 (PR-368) "Try,Try Again" Little Things That Count Series L-94 (PR-515) "The Joy of Being You" Who Am I? Series	
Performance Objectives: The child will tell the skills needed to be a storyteller.	Performance Objectives The child will tell what it means to use talents.	Bilingual Bilingual Dept., H.I.S.D. filmstrip S-166 "La Gran Ciudad"	
Methods: 1. With the students' help list qualifications of a storyteller. 2. View and discuss the film, "Storytelling." 3. Discuss training needed. 4. Discuss different types of storytellers - before audiences, over radio or television, or recordings.	Methods: 1. Discuss what talents are, how we can find our own talents, how we can develop them, how we can use them. 2. Discuss whether story-telling is a special talent or if everyone can be one.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Sentences	**The child will be able to perform the following activities:** 1. Use phrase and clause modifiers in oral and written expression to vividly describe a place or person in creative writing or given written assignment. 2. Divide sentences into subjects and predicates and locate the verb and who or what is doing the action in a given list of sentences. Draw a line between the subject and predicate, underline the verb and who or what is doing the action.	Vocabulary: history - historia novel - novela novelist - novelista story - cuento, fábula, historia tale - cuento, fábula Concept: Los novelistas necesitan destrezas de lenguage para desempeñar su empleo. Performance Objectives: El alumno dirá como destrezas de lenguage se usan por los novelistas. Methods: 1. Vean y discutan la película de la escritura de cuentos. 2. Discutan el empleo de un novelista: su instrucción y las diferentes clases de novelas que hay.	1. View and discuss filmstrips of clauses and phrases. 2. Discuss how short sentences can be combined into one sentence to gain fluency. 3. Have the students write a few sentences about a clown. Combine some of them into longer sentences and use correct punctuation. Read the sentences both ways and discuss which sounds better, add descriptive phrases or clauses to improve the word picture. 4. Use simple sentences and have the students locate the subject and predicate, and mark the verb and noun or pronoun. Example: N V The sun rises. N V Jimmy eats fudge. N V He swims well.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Novelists need language skills in order to do their job. Performance Objectives: The child will tell how language skills are used by novelists. Methods: 1. View and discuss the film of story writing. 2. Discuss the job of a novelist, what is his training, and the different types of novels.	Concept: Many people use their talents for the good of all mankind. Performance Objectives The child will tell how good literature will be used now and in future generations. Methods: 1. Discuss how novelists can use their talents for the good of all. 2. Discuss other workers who might use their talents for the good of all. Examples: doctors, nurses, musicians, ministers or priests, teachers, etc.	Harlandale Audio-Visual Center: filmstrips - S-7 "Phrases and Clauses" Parts of Speech Series R-48 "Commas in Clauses and Phrases" Exploring Punctuation Series 16 mm film - 16-238 "Let's Write a Story" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Paragraphs	The child will be able to perform the following activities: Correctly arrange a given group of sentences in order of sequence or events of a story as preparation for outlining.	Vocabulary: master of ceremonies - maestro de ceremonias organize - organizar plan - proyectar Concept: Los maestros de ceremonias tienen que poder organizar y proyectar. Performance Objectives: El alumno definirá el empleo de un maestro de ceremonias. Methods: 1. Permita que los alumnos definen "maestro de ceremonias". 2. Permita que los alumnos hagan el papel de un "maestro de ceremonias." Permitale a la clase que proyecte un programa corto, para si mismos o para los otros. Escoja a uno de ellos como "maestro de ceremonias."	1. Use SRA listening skills lessons from laboratory Ic. 2. With the students' help make headings for an event about which all of the students are familiar. Example: Discovery of America I. Financing the exploration (List steps Columbus went through to get the money) II. Preparing for trip (List purchases and outfitting of the ships) III. Voyage (List events of the voyage) IV. Discovery (List his findings in America) V. Return (List his return voyage and report to the court)

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Masters of ceremonies must be able to plan and organize. Performance Objectives: The child will define the job of a Master of Ceremonies. Methods: 1. Have the students define "Master of Ceremonies." 2. Have the class role play a "Master of Ceremonies." Allow class to plan a little program, just for themselves or for others. Elect one of them to be Master of Ceremonies.	Concept: Vocal talents must be developed and used. Performance Objectives The child will tell how vocal talents can be developed. Methods: 1. Discuss types of vocal talents -- speaking, singing, whistling. 2. Discuss how these talents can be developed and used. 3. Discuss whether everyone has vocal talents or not.	Harlandale Audio-Visual Center: filmstrips - E-38 "Story of Christopher Columbus" Great Explorers Series Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-166 "La Gran Ciudad" filmstrip and record - #2 "Recreation" M-R-60 Living In Mexico Today Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Composition	The child will be able to perform the following activities: 1. Speak or write complete thoughts and events about given subjects, or in creative story telling or story writing. 2. Do reference reading and take notes without copying the exact words about a given subject in a given text.	Vocabulary: clarify - aclarar, clarificar lecturer - lector listeners - escuchantes, oyentes thoughts - pensamientos Concept: Los lectores necesitan destrezas en el uso de frases y en maneras de clarificar sus pensamientos a sus oyentes. Performance Objectives: El alumno dirá por qué un lector necesita destrezas de lenguage. Methods: 1. Permita que los alumnos definen lectores: lo que hacen y la instrucción que se requiere para el empleo. 2. Vean y escuchen un discurso en el canal 9. Hagan lista de las diferencias entre esta clase de información y otras maneras de aprender.	1. Have the students give oral or written report on current events from daily paper, magazines or Weekly Reader Newspaper. Check for complete thoughts. 2. Have the students use the library books, Encyclopedias, or dictionaries, hunt material for a report on a person, an animal or event of their choice, take notes on information found without copying, and write a report using complete sentences and grouping thoughts in paragraphs. 3. Interviews of school personnel provide a good opportunity for the students to write the reports and produce a newspaper for the class. They may interview school personnel about their jobs or any local issue of their choice.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Lecturers need skills in the use of sentences and in clarifying thoughts to their listeners. Performance Objectives: The child will tell why a lecturer needs language skills. Methods: 1. Have the students define lecturers, what they do and what training is necessary for the job. 2. Have the students observe and listen to a lecture on channel 9. Have them list what is different in this type of information gathering and in other ways we learn.	Concept: One of the standards of character and conduct of Freedom's Code is to have convictions. Performance Objectives The child will tell why a lecturer must believe in what he is discussing. Methods: 1. Discuss the meaning of convictions. 2. Discuss the importance of lecturers having convictions about the subject of their lecture. 3. Discuss the need of our forming convictions about what we believe to be true.	Harlandale Audio-Visual Center: filmstrips - P-2 "Getting Down To Work" P-3 "Using a Text" P-4 "Taking Notes in Class" P-5 "Giving a Book Report" P-6 "Writing a Research Paper" Learning To Study Series Bilingual Bilingual Dept., H.I.S.D. filmstrip and record - #4 "Education" M-E-60 filmstrip - #629 "Mexico City" Curriculum Filmstrip Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Composition	The child will be able to perform the following activities: From an assortment of library books, classify the books into the following literary forms: Biography Factual Fictional Poetry Limericks and riddles	Vocabulary: author - autor literary - literario Concept: Los autores necesitan saber formas literarias. Performance Objectives: El alumno dirá de algunas formas que los autores pueden usar cuando escriben. Methods: 1. Discutan el empleo de un autor y su instrucción para tal empleo. 2. Discutan la forma de escribir y como está asociada con lo que el autor tiene que decir.	1. Divide room into groups to read different types or forms of literature. Each group reports on findings about the way it is written, type of material, style of writing, something about the author, whether they liked the material or not and why not. 2. Have the students write a short story, poem, limerick, etc. of their choice and display all on a bulletin board to be examined and enjoyed by all. 3. The teacher may wish to read some of each type of literature to the class throughout the year.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Authors need to know literary forms. Performance Objectives: The child will tell some of the forms which authors can use in writing. Methods: 1. Discuss an author's job and training for the job. 2. Discuss the form of writing and how it is related to what the author has to say.	Concept: A person who is adaptable is more effective and productive. Performance Objectives The child will tell why authors need to be adaptable. Methods: 1. Discuss how authors have to be adaptable to what people want to read in order to be successful in their own life time. 2. Discuss how we are adaptable -- foods, homes, school, situations, games, etc.	1. Harlandale Audio-Visual Center: filmstrip - N-41 "Trying New Things" Developing Your Personality 16 mm film - 16-239 "The Story of A Book" 10 minutes in color 2. Available from ESC Region 20: 4886 "Poetry For Beginners" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Self-improvement	The child will be able to perform the following activities: Proofread and make corrections on his own written material.	Vocabulary: language - lenguaje proofreader - corrector de pruebas spelling - deletreo Concept: El corregir pruebas de imprenta requiere destrezas de deletreo y lenguaje. Performance Objectives: El alumno dirá como los correctores de pruebas usan las destrezas de deletreo y lenguaje. Methods: 1. Discutan el empleo de un corrector de pruebas profesional: donde puede trabajar, clase de trabajo, y la instrucción requerida. 2. Háganle una entrevista a un corrector de pruebas acerca de su empleo. 3. Discutan como los correctores de pruebas necesitan destrezas de deletreo y lenguaje.	1. Using written material from any subject, have the student reread and check the spelling, grammar and punctuation. Have him make corrections before turning it in. 2. If further help is needed, make ditto sheets of paragraphs without capitals or punctuation and have students make corrections. (Some of the often used words may be purposely spelled incorrectly to test their spelling skills).

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Documentarians need writing skills in their jobs. Performance Objectives: The child will tell what skills are needed by Documentarians. Methods: 1. Have the students examine documents and note different types of writing. Examples: Declaration of Independence Diplomas Awards for Acheivement 2. Discuss the importance of legibility, uniformity in slant and size. 3. Have the students examine different styles and try to copy some to them.	Concept: One of the standards of character and conduct of Freedom's Code is to use time and talents wisely. Performance Objectives The child will tell how a documentrian can use time and talents wisely. Methods: 1. Discuss how documentarians can use their time and talents wisely. 2. Debate whether everyone could be a documentarian or not, and why or why not. 3. See Living With Me and Others, Level C for further suggestions.	1. Available in most schools: Childcraft Encyclopedias, Vol. 12 for writing information and styles of writing. 2. Available from ESC Region 20: Living With Me and Others, Level C, Character Education Curriculum	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Capitalization	The child will be able to perform the following activities: 1. List seven rules for capitalization. 2. Use capital letters when needed in his written work.	Vocabulary: capitalization - el uso de letras minúsculas o mayúsculas linotype operator - linotipista Concept: Los linotipistas necesitan destrezas en deletrear y en el uso de letras minúsculas o mayúsculas. Performance Objectives: El alumno dirá como el linotipista necesita las destrezas de deletrear y usar letras minúsculas y mayúsculas. Methods: 1. Hagan un viaje a ver una linotipia en acción. 2. Háganle una entrevista al linotipista acerca de su trabajo y su instrucción. 3. Discutan como el linotipista usa destrezas de deletrear y de letras minúsculas y mayúsculas.	1. Have the class study the rules for using capital letters: a. Beginning sentences b. Titles c. Days of the week d. Months of the year e. Names f. The pronoun - I g. First word in a line of poetry 2. Have children use ditto sheets of the above areas where capital letters are needed for practice. 3. Have children do creative writing — checking on correct usage.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Linotype operators need the skills of spelling and capitalization. Performance Objectives: The child will tell how the linotype operator uses the skills of spelling and capitalization. Methods: 1. Have the class take a field trip to see a linotype machine in operation. 2. Interview the operator about his work and his training. 3. Discuss how the linotype operator uses the skills of spelling and capitalization.	Concept: When a person does his best he can feel pride in his work. Performance Objectives The child will tell about when he can feel pride in his work. Methods: 1. Have the students define pride. 2. Discuss reasons for feeling pride. 3. Discuss when the linotype operator might feel pride in his work.	1. Harlandale Audio-Visual Center: filmstrips - R-34 "The Sentence" Language Arts Series S-67 "Using Capital Letters and Punctuation" Using Good English Series 2. Available from Publishers or Heffernan School Supply: Spirit Duplicating books - Universal Language, Grade 3 Charles E. Merrill Publishing Co. Language Patterns and Usage, Grade 3, Part 2 Continental Press	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Punctuation	The child will be able to perform the following activities: 1. Name four uses of commas and apply the rules. 2. Use periods, question marks, and exclamation marks correctly on a given written assignment. 3. Place quotation marks correctly, on a given written assignment.	Vocabulary: punctuation - puntuación, signos ortográficos Concept: Las maestras de lenguaje necesitan destrezas de puntuación para enseñárselas a otros. Performance Objectives: El alumno dirá por que las maestras de lenguaje necesitan destrezas de puntuación. Methods: 1. Discutan el trabajo y la instrucción de una maestra de lenguaje. 2. Hagan el papel de una maestra ayudándole a un alumno con la puntuación. 3. Hagan el papel de alguien que no sabe las reglas de puntuación y le está ayudando a un compañero de clase.	1. Have the class study rules for commas: a. Separate words in series b. Separate phrases and clauses c. Separate day and year or city and state d. Separate quotations from rest of sentence. 2. Have the class study the uses for periods: a. Closing sentences b. After abbreviation c. Between dollars and cents d. After numerals or letters in an outline 3. Have students tell the uses for question marks and exclamation marks. 4. Have the students examine reading textbook stories for quotations and how they are marked. 5. Give students ditto sheets for practice in punctuation skills.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Language teachers need punctuation skills in order to teach them to others. Performance Objectives: The child will tell why Language teachers need punctuation skills. Methods: 1. Discuss the work and training of a language teacher. 2. Have the students role play a teacher helping someone with punctuation. 3. Have the students role play someone trying to help with punctuation who does not know the rules.	Concept: Liking the work you do brings a feeling of well being. Performance Objectives The child will tell why it is important to work in a job that you like. Methods: 1. Discuss "What is a feeling of well-being?" 2. Discuss the relation of liking what you do with the quality of production.	Harlandale Audio-Visual Center: filmstrips - E-57 "Using Punctuation Marks" Beginning Grammar Series S-67 "Using Capital Letters and Punctuation" Using Good English Series S-80 "Oldest in My Class - My Teacher" Community Helpers Series R-44 "Comma In Series" R-45 "Comma In Addresses and Dates" R-46 "Comma In Direct Address" R-48 "Comma In Clauses and Phrases" Exploring Punctuation Series Bilingual Bilingual Dept., H.I.S.D. filmstrip- S-168 "¿En dónde Trabaja Mamá?" filmstrip and record - #4 "Education" M-E-60 Living In Mexico Today Series record booklet - "Bambi"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Spelling	The child will be able to perform the following activities: 1. Add continually to the number of words he can spell correctly. 2. Accept the responsibility for spelling words correctly. 3. Tell the spelling rules that generally apply to words and give at least two examples of words that do not fit the rules.	Vocabulary: typist - mecanógrafo (-a) Concept: Las mecanógrafas necesitan saber las destrezas de deletreo para desempeñar su empleo. Performance Objectives: El alumno dirá por que una mecanógrafa necesita destrezas de deletreo. Methods: 1. Háganle una entrevista a una mecanógrafa acerca de su empleo y que instrucción fue necesaria obtener para hacer su trabajo. 2. Vean a alguien escribiendo a máquina.	1. Have the class review past spelling lessons often with spell-downs or other means. 2. For those that can go ahead, add vocabulary from social studies and science or math to regular spelling lists. 3. Have the class review spelling and syllables rules often. 4. Have the children use library books or reference books and hunt words that do not fit the rules. Add them to a list on a chart or board. Examples: have been know eight great high

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Typists need to know the skills of spelling in order to perform their job.	Concept: A feeling of well-being comes from feeling useful and needed.	Harlandale Audio-Visual Center: filmstrips - T-31 "Hearing Sounds in Words" Bilingual Bilingual Dept., H.I.S.D. filmstrips - S-126 "Ayudantes para Nuestra Escuela" S-168 "¿En dónde Trabaja Mamá?" S-169 "¿Cómo la Gente Se Gana la Vida?"	
Performance Objectives: The child will tell why a typist needs spelling skills.	Performance Objectives The child will tell why feeling useful and needed is important.		
Methods: 1. Interview a typist about her job and what training was needed to do her job. 2. Observe someone typing.	Methods: 1. Discuss how a typist could feel useful and needed. 2. Discuss how we could feel useful and needed.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Usage	**The child will be able to perform the following activities:** 1. Show improvement in correct language usage, both oral and written. 2. Continue working to improve on usage errors that persist. 3. Identify illiteracies from a given assignment. 4. Tell the difference between formal and informal speaking and writing given oral and written examples of each.	Vocabulary: advertize - avisar, informar commercial - comercial personnel - cuerpo de empleados television - televisión Concept: El cuerpo de empleados de avisos comerciales de televisión necesitan destrezas del uso correcto de lenguaje. Performance Objectives: El alumno dirá como usan las destrezas de lenguaje los avisadores. Methods: 1. Discutan los avisos comerciales de la televisión. Discuta los favoritos y diga por que lo son. Discuta si la gente compra los productos o no, por causa de la propaganda. 2. Permita que los alumnos hagan el proyecto y presenten un aviso comercial de algún producto a la clase.	1. Continue using oral reports, creative storytelling, and creative writing to give children practice in using language. 2. Continue having children proofread material. 3. Have children scan newspaper items for mistakes in spelling and grammar. 4. Have the children read business letters and tell the differences in style of writing and form.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Television commercial advertising personnel need the skills of correct language usage. Performance Objectives: The child will tell how advertisers use language skills. Methods: 1. Discuss television commercials. Discuss favorite ones and why they are our favorites. Debate whether people buy the products or not because of the commercials. 2. Plan and present a commercial for a product of their choice.	Concept: Many people have creative talents and are using them. Performance Objectives The child will tell how advertizers can be creative. Methods: 1. Define creativity. 2. Make a list of creative activities they might like to try. 3. Discuss how advertizers have shown creativity in their commercials on television.	Harlandale Audio-Visual Center: filmstrips- S-16 "Vocabulary, Communications" S-18 "Vocabulary, Development" English Series H-92 "Select the Right Words" Fundamentals of Language Arts Series X-83 "Interpreting" X-84 "Sumarizing" X-86 "Analyzing" Fundamentals of Thinking Series Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-125 "Ayudantes Para Nuestra Casa" S-166 "La Gran Ciudad" filmstrip and record - #3 "Working" M-W-60 Living In Mexico Today Series	

MATH - THIRD GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Symbols for Number; Counting	The child will be able to perform the following activities: 1. Write and read any given multi-digit numeral. 2. Describe accurately the relationship between two numbers, based on comparison of digits of the same value. 3. Use commas correctly to separate hundreds and thousands in a given list of at least five numbers.	Vocabulary: Math(mathematical)-matemático Skills - destrezas Bookkeeping - teneduría de libros Concept: Las destrezas matemáticas son necesarias para la teneduria de libros. Performance Objectives: El niño dirá las destrezas matemáticas que se usan en la teneduría de libros. Methods: 1. Discutan el trabajo del tenedor de libros--contar dinero, registrar negociaciones, etc. 2. Deje que los alumnos hagan el papel de un tenedor de libros. 3. Traiga una caja de chicle; registren el costo y venta (1¢ cada uno); hagan la teneduria de libros; registren las negociaciones y comparen la venta contra el costo para ver la ganancia.	1. Review place values using pocket chart or similiar device to show thousands, hundreds, tens, and ones. 2. Place a list of three and four digit numerals on the board. Analyze each number as to place value, working together. 3. Have the students make a chart on tablet paper and show place values: Examples Thousands Hundreds Tens Ones 369 0 3 6 9 273 ____ ____ ____ ____ 1691 ____ ____ ____ ____ 4. Use the Controlled Reader or the Tachistoscope math strips to check for place values. If the children see a number such as 7092, they will be able to answer correctly how many tens were there, etc. 5. Have the children write four digit numbers and use commas to separate hundreds and thousands.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Math skills are necessary to bookkeeping.	Concept: One of the standards of character and conduct of Freedon's Code is to be honest.	Harlandale Audio Visual Center Filmstrip: N-21 "Honesty" Character Building Series Education Service Center, Region 20 4469 "Place Values: Ones, Tens, Hundreds" 11 minutes in color Living With Me and Others, Level C, Character Education Curriculum	
Performance Objectives: The child will tell of the math skills used in bookkeeping.	Performance Objectives The child will tell two reasons for being known as an honest person.		
Methods: 1. Discuss the job of a bookkeeper. (Counting money, adding, subtracting, recording business transactions) 2. Have the children role-play a bookkeeper keeping books. 3. Bring a box of bubble gum to class. Have children record the cost and sales at 1¢ each. Keep books until all is sold and check sales against the cost for finding the profit or loss.	Methods: 1. Have the children role-play a bookkeeper as an honest person and again as a dishonest person. 2. Discuss the consequences of dishonesty. 3. See Living With Me And Others, Level C, for suggestions.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Symbols for Numbers; Counting	The child will be able to perform the following activities: 1. Skip count by twos, threes, fours, fives, and tens, starting from a given number. 2. Identify multiples of a given list of numbers involving numbers less than one hundred.	Vocabulary: calculations - cálculo cashier - cajero, cajera Concent: Es necesario poder calcular rápidamente para el trabajo de cajero. Performance Objectives: El niño dirá como las destrezas matemáticas se usan en el cambio de dinero. Methods: 1. Hagan el papel de un cajero en en una confitería donde el cajero calcula el pago de todas las piezas además de colectar el pago. 2. Hagan el papel de una cajera en un restaurante donde la cajera acepta el pago de boletos escritos por la camarera y hace cambios en dinero.	1. Use number lines if needed by the children for skip counting, or use a hundred chart, if available. 2. Use two rolls of pennies to have the children count by twos, threes, fours, fives, tens, after grouping by twos, threes, fours, fives, tens. 3. Use the number lines or hundred charts to hunt for multiples of two, three, four, five and ten. 4. Write to one hundred by twos, threes, fours, fives and tens.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Quick calculations are necessary for cashiering. Performance Objectives: The child will tell how math skills are used in cashiering. Methods: 1. Have the children role-play the part of a cashier at a candy store where cashier figures payment of all the pieces as well as collects payment. 2. Have the children role-play the part of a cashier at a restaurant where the cashier accepts payment for a ticket made up by a waitress and makes the correct change for the payment.	Concept: One of the standards of character and conduct of Freedom's Code is kindness and courtesy. Performance Objectives The child will be able to tell why courtesy is necessary for everyone. Methods: 1. Discuss the meaning of courtesy and how to show courtesy. 2. Have the children role-play the part of a courteous cashier and one who who is not courteous. 3. See Living With Me And Others, Level C, for suggestions.	Harlandale Audio Visual Center Filmstrip: n-19 "Consideration" Character Building Series Record and Filmstrip: PR-766 (CC-71) "Supermarket Workers", Wonderful World of Work Series 16 mm film: 16-217 "Everyday Courtesy" 11 minutes in color Education Service Center, Region 20 4420 "Multiplication for Beginners" 11 minutes in color Living With Me And Others, Level c, Character Education Curriculum Bilingual: Filmstrips: R-151 "How to Handle Money" S-151 "Como Manejar el Dinero"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Symbols for Numbers; Counting	The child will be able to perform the following activities: Write and count to XXX in Roman numerals.	Vocabulary: Variety - variedad Styles - estilos Timing devices - registrador del tiempo Clockmaker - relojero Symbol - símbolo Concept: La variedad de registradores del tiempo causan a los relojeros que conozcan una variedad de símbolos. Performance Objectives: El niño podrá poner los números romanos en la esfera que está en papel. Methods: 1. Traiga una colección de relojes para examinar. 2. Colecten dibujos que enseñan una variedad de relojes. 3. Noten la diferencia en los tipos de números que se usan en los relojes. Vean y discutan la película del "Relojero".	1. Make a chart showing the Roman numeral for each of our numerals up to 30. Explain the value of I , V , X and show the children how the numbers are developed, beginning with the I and going up to XXX. 2. Have the children locate and examine pictures using Roman numerals. 3. Learn together, with the help of the teacher, how to read a clock using Roman numerals. If a real clock is not available make one using a paper plate with cardboard arrow hands fastened on with a brad. 4. Have the students practice writing the Roman numerals using one space heighth on tablet or notebook paper.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The variety of styles of timing devices causes clockmakers to know a variety of symbols. Performance Objectives: The child will be able to place Roman numerals on a given number of clock faces. Methods: 1. Bring a collection of watches and clocks to examine. 2. Have children collect pictures of a variety of clocks. Notice the different types of numerals. 3. View and discuss the filmstrip of the "Watchmaker".	Concept: A feeling of well being comes from gaining skills and achieving accuracy. Performance Objectives The child will be able to tell now he feels when he does something well and receives compliments. Methods: 1. Discuss what each can do best. How did they get to be best at that - was it talent and practice? 2. With the children's help make a list on the board of skills that would be common to many jobs. 3. Discuss the listed skills and how they relate to the differing abilities in people.	Harlandale Audio Visual Center Filmstrip: AA-9 "Watchmaker and Jeweler" Our Neighborhood Worker Series Education Service Center, Region 20 Our Values, Human Values Series, Steck-Vaughn Company, the story,"David Learns About Sound", p. 91-99.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Recognition of cardinality and ordinality of sets	The child will be able to perform the following activities: 1. Describe and use set vocabulary correctly. 2. Tell the cardinal number of a given set and re-group it in at least five ways. 3. Rearrange sets correctly to change the ordinality of a given object in a set of five objects.	Vocabulary: Fabric - género Designer - diseñadores Skill - destreza Pattern - modelo Arrangement - colocación Design - diseño Concept: Los diseñadores de géneros usan las destrezas matematicas para colocar los modelos en sus diseños. Performance Objectives: El niño podrá asistir a su condiscípulos en un proyecto de diseñar un género con hacer una parte del diseño. Methods: 1. Discutan como los géneros son imprimidos. 2. Examinen un pedazo de género. 3. Diseñen cuadros de 9 pulgadas. Júntenlos todos. Los cuadros se pueden hacer con plumas para marcar. Géneros como percal se pueden usar.	1. The teacher will use the filmstrips for the Tachistoscope of objects. Flash objects for instant recall of how many objects. Write the total number seen. Ask how were they grouped. What other ways could the objects have been grouped? 2. Overhead projectors may also be used with small objects grouped. Get a quick look and turn off the light. Write the total number of objects seen, and then discuss how the objects were grouped. Discuss other ways in which that number might have been grouped. 3. Discuss the meaning of sets, subsets, empty sets, equivalent sets, non-equivalent sets, joining sets, re-grouping sets, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Fabric designers use skills of math in pattern arrangements of designs. Performance Objectives: The child will be able to assist classmates in a fabric designing project by making a part of it. Methods: 1. Discuss how fabrics are printed. 2. Examine fabric pieces. Find repetition in the design. 3. Discuss color combinations. 4. Design a 9" square. Join your 9" square with others in room using colored marking pens. Percale, domestic or India head fabric may be used.	Concept: One of the standards of character and conduct of Freedom's Code is making wise use of time and talents, being creative with talents. Performance Objectives The child will be able to: 1. Tell about a talent he has and how he has used it. 2. Tell of something he would like to do but hasn't tried yet. Methods: 1. Discover what child's talents are. Color book of Me, Myself, and I may be used. Encourage child to develop that talent or talents. 2. Examine and discuss pictures of people doing things - were they worthwhile or were they wasting time.	1. Harlandale Audio-Visual Center: filmstrip - V-14 "We Print Design and Pictures" Art in Our Classrooms 16mm film - 16-605 "Color for Beginners" 11 minutes in color 2. Available from ESC Region XX: 8841 Associativity (Formation of Sets) 12 minutes in color 8842 Commutativity (Formation of Sets) 12 minutes in color 4867 Creating With Color 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Bases for Numeration	The child will be able to perform the following activities: 1. Write and add at least five given three-digit column addition problems, lining them up with the the correct place value. 2. Read and write at least five given numerals involving money, using the correct symbols.	Vocabulary: computer - calculador operator - operante response - respuesta machine - máquina Concept: Las destrezas matemáticas son necesarias a las operantes de calculadores para poner el material correcto en los calculadores y obtener la respuesta correcta de la maquina. Performance Objectives: El nino podrá decir por que los números son importantes para operantes de calculadores. Methods: 1. Discutan las diferentes clases de calculadores y lo que hace cado uno. 2. Corten dibujos de las diferentes clases de calculadores para fijar en la tablilla. 3. Discutan las destrezas que se necesitan para las clases de calculadores. 4. Tengan una entrevista con una operante de calculadores, obtengan una demostración de un calculador, o miren una película.	1. Dictate problems for addition or subtraction using three or four digits and have students work them. (A game of points for correct answers may be made up if you wish) 2. Work problems on the board with three or four digits in addition or subtraction. Put in decimals and dollar signs on same problems to see the relationship. 3. Using an advertisement from a newspaper, make up a grocery list recording costs of items and add to see how much it will all cost. 4. Math Baseball Game: Divide the class into two teams. One member of each team can elect a pitcher, who will give out a problem instead of throwing out a ball. One team "gets up at bat". The pitcher of the other team gives the first problem. If the first one up gets a correct answer, he has made a run and goes to first base. If he makes an incorrect answer, he strikes out. When three outs are made the other team comes to bat. After the third run, begin counting runs in(as in baseball). The team with the most runs in at the end of a given number of innings is the winner.

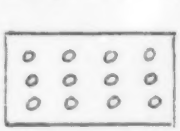
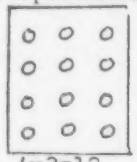
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The skills of math are necessary for computer operators in order to get the correct material into the machine and to obtain correct responses from the machine. Performance Objectives: The child will be able to tell why numbers are important to computer operators. Methods: 1. Discuss the types of computers and what each does. 2. Cut out pictures of many types of computers for a bulletin board display. 3. Discuss skills needed for different types of computers. 4. Interview a computer operator or obtain a demonstration of a computer or view a film or filmstrip.	Concept: Being able to accept responsibility is an admirable characteristic. Performance Objectives The child will be able to tell of a responsibility he would like to have at school and why. Methods: 1. Discuss what responsibility means. 2. Children will tell what things they are responsible for at home, at school, etc. 3. Discuss what happened when someone they know didn't accept their responsibility.	1. Harlandale Audio-Visual Center: filmstrip - PR-720 (BB-1) My Dad - The Computer Programer (with record) What Does Your Daddy Do Series N-10 Taking Care of Your Things Guidance Stories Series N-31 Responsibility Conduct and Behavior Series 2. Available from ESC Region XX: 4818 Button's Bid Parade (counting) 11 minutes in color 4469 "Place Value: Ones, Tens, Hundred" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - R-122 Learning to Cooperate S-122 Aprendiendo a Cooperar R-123 Sharing Responsibility S-123 Compartiendo Responsabilidades R-188 Animal Friends Learn to Share S-188 Los Amigos Animales aprenden a Compartir	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numeration:	The child will be able to perform the following activities: Correctly illustrate zero as a place holder in at least two problems and tell the meaning of zero in each illustration.	Vocabulary: teach - enseñar knowledge - conocimiento ability - habilidad Concept: Para enseñar las matemáticas es necesario que uno conozca las destrezas matemáticas y tenga la habilidad de usar esas destrezas. Performance Objectives: El niño dirá las cualificaciones para el trabajo de maestro o maestra de matemáticas. Methods: 1. Discutan y hagan una lista de las cosas que los niños piensan que son necesarias para ensenar. 2. Discutan la educación de un maestro para enseñar las matemáticas. 3. Discutan otras cualidades que se necesitan para enseñar matemáticas. 4. Hagan el papel de un maestro de matemáticas.	1. Discuss the meaning of zero alone. Then place zero after a number and note the change in the number and tell what each digit then stands for. 2. Use zero in one-, two-, three-digit or more than three-digit numbers and discuss each place value.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: In order to teach mathematics you would need to have a knowledge of skills and ability to use the skills. Performance Objectives: The child will be able to tell job qualifications of a math teacher. Methods: 1. Let children discuss and list all the things they think a math teacher would need to know to teach math. 2. Discuss training a math teacher needs to teach. 3. Discuss other qualities besides skills needed by a teacher. Role-play role of math teacher.	Concept: One of the standards of character and conduct of Freedom's Code is helping those in need. Performance Objectives The child will be able to tell how a math teacher could help those in need. Methods: 1. Discuss meaning of words: sympathy, concern, courtesy, tact. 2. Discuss how helping those in need could apply to teaching. 3. Discuss ways in which they can help each other at school.	1. Harlandale Audio-Visual Center: 16 mm film - 16-296 Introducing Sets, Numbers and Numerals, 11 minutes in color 16-74 Golden Ruled: A Lesson for Beginners 11 minutes in color filmstrip - N-12 Sharing With Others Guidance Stories Series Y-63 The Teacher, School Helper Series cassette tape - Cas T-20 "I Want to Be a Teacher" with filmstrip I Want to Be Series Bilingual Bilingual Dept., H.I.S.D. filmstrip - #624 Schools of Mexico (Curriculum Filmstrip Series (color)	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Operation: Addition and Subtraction	The child will be able to perform the following activities: 1. Add correctly at least five problems using one-, two-, and three-digit numbers with at least four addends some of which include internal zeros involving re-grouping. 2. Subtract correctly at least five problems using two-, and three-digit numbers with internal zeros, and using re-grouping.	Vocabulary: accountant - contador Concept: Los contadores necesitan las destrezas matemáticas para hacer su trabajo. Performance Objectives: El niño dirá un modo en que el contador usa las destrezas matemáticas. Methods: 1. Discutan el trabajo de un contador. Traiga una copia del impuesto de ingresos, papel que enseña la adquisicion de un aparato grande, etc. Repasen los articulos en el papel para ensenarle a los niños algo de lo que un contador tiene que hacer.	1. Dictate one, two and three digit numbers to be added. Example: 10 6 9 50 167 203 25 30 2. Add two-and three-digit numerals with as many as four addends and internal zeros. Be sure to call attention to keeping columns straight in-order-to add correctly. 3. Review re-grouping (or carrying over) when column addition is more than one digit total. 4. Dictate one-, two-, and three-digit numbers with internal zeros. Review re-grouping (or borrowing) when there is not enough in that place to borrow.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Accountants need math skills in order to do their work. Performance Objectives: The child will be able to tell one way in which an accountant uses math skills. Methods: Discuss duties of an accountant. Bring an old copy of income tax, papers on purchase of large appliance, etc. Go over the items to show what an accountant would do.	Concept: A feeling of well being comes from gaining a reputation for trustworthiness. Performance Objectives The child will be able to tell how he felt when completing a job assigned to him. Methods: 1. View and discuss filmstrips and film. 2. Discuss times the children have been trusted to do something or take care of something and how well they did it. 3. Discuss what might happen if they were to watch a baby outside and failed to do so.	1. Harlandale Audio-Visual Center: filmstrip - X-5 "Addition and Subtraction Concepts" Work and Play With Numbers X-12 "Addition and Subtraction, 1 X-13 "Addition and Subtraction, 2, Arithmetic, Set One N-45 "Leaders and Followers" Developing Your Personality P-35 "Personal Relationships" Getting Along With Others Series 16mm film - 16-701 "Integrity" 11 minutes in color 2. Available from ESC Region XX: 4810 Doing and Undoing in Mathematics - Inverser 10 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Operations: Multiplication and Division	The child will be able to perform the following activities: 1. Identify the factors and and the product in at least one multiplication equation. 2. Solve at least one equation using the commutative, associative, and identity properties. 3. Multiply at least one given multiplication sentence with a one digit factor. 4. Divide at least one given multiplication sentence with a one digit divisor.	Vocabulary: business manager - gerente de negocios economics - economía política Concept: Un gerente de negocios necesita las detrezas de la matemática y de la economía política para poder ejecutar su trabajo. Performance Objectives: El niño podrá decir que son algunos de los deberes del gerente de negocios. Methods: Escojan un niño para que pretenda ser luchador, cantador, o músico. Hagan planes para como lo van a introducir al público para que él pueda ganar. Arreglen exhibiciones, donde tener las exhibiciones, los precios, donde quedarse, transportación, donde comer, concesiones para ropa, etc., y al mismio tiempo poder ahorrar poco dinero. Esto sería el trabajo del gerente de negocio.	1. On a magnetic board or flannel board, illustrate a multiplication sentence: Example 5 - factor x2 - factor 10 - product 2. Make a transparency such as the following to show different arrangements for multiplication:  3x4=12  4x3=12 3. Using picture number cards, allow the children to discover how any set can be multiplied by one and still equal the original number. 4. Multiply one-, two-or three-digit numbers by a one-digit factor. Demonstrate several and have the students take turns working them on the board and at their seats, checking their own work at their seats from the board example. 5. Divide one-to three-digit numbers by a one-digit divisor, working as many problems together as needed for understanding.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A business manager needs the skills of math and economics to perform his job. Performance Objectives: The child will be able to tell some of the duties of a business manager. Methods: Choose a child to pretend to be a fighter, a singer, or a musician, etc. Have the class plan how to go about getting the child before the public to make money to live on-arrange exhibitions, places to hold them, prices, places to stay, transportation, eating arrangements, allowances for clothes, etc., and saving some money. These would be some of the business manager's duties.	Concept: A standard of character and conduct of Freedom's Code is to live honorably. Performance Objectives The child will be able to tell why a business manager must live honorably. Methods: 1. See Living With Me and Others, Level C for suggestions. 2. Read "The Little White Piano", p. 57-65 and "Monster Money", p. 114-121 from Our Values and discuss.	1. Harlandale Audio-Visual Center: filmstrip - X-14 Multiplication and Division, Arithmetic, Set 1 X-24 Zero in Multiplication Adventures With Numbers AA-39 "A Matter of Business" with record PR-696, Wonderful World of Work Series 2. Our Valves, Human Valves Series, Steck-Vanghn Company. 3. Available from ESC Region XX: 4420 "Multiplication for Beginners" 11 minute in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Fractions:	**The child will be able to perform the following activities:** 1. Divide at least one whole into halves; thirds; fourths; fifths; and eighths. 2. Divide at least five sets into halves, thirds, fourths, fifths, and eighths. 3. Explain correctly the meaning of numerator and denominator. 4. Write correctly the symbols for fractions.	Vocabulary: diamond cutter - diamantista stone - piedra preciosa portion - porción Concept: Los diamantistas necesitan saber las destrezas de la matemática para poder dividir las piedras preciosas en porciones para poder llevar lo más de cada piedra. Performance Objectives: El niño dirá como el diamantista usa las destrezas de matematica. Methods: 1. Miren una película de relojes y de joveros y discútanla. 2. Inviten a alguien que venga a demostrar como se divide y como se da lustre a una piedra preciosa.	1. Make ditto sheets of squares, circles, triangles, rectangles. Have the students divide some into halves, color half; some into thirds and color one third, some fourths, some fifths and some sixths. 2. Have the students use counting discs or blocks to form sets. Then divide the sets into halves, thirds, fourths, fifths, sixths and eighths. 3. Have the students write the fraction symbol for each part separated in above exercises. 4. Make a flash card to illustrate the following: $\frac{1}{4}$ - numerator $\frac{1}{4}$ - denominator Allow students to use this to help name the numerator and denominator in other fractions.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Diamond cutters would need to know the skills of math in order to cut the stones into portions to get the most good from the stone. Performance Objectives: The child will be able to tell how a diamond cutter uses math skills. Methods: 1. View filmstrip of watchmakers and jewelers and discuss. 2. Invite someone to the room to demonstrate cutting and polishing stones. 3. Discuss how the stones are used and make a list of some of the uses.	Concept: There is pride and a feeling of well being from a job well done. Performance Objectives The child will tell how the diamond cutter can get a feeling of well being. Methods: 1. Read story "The Postage Stamp", p. 100-106 and discuss whether Paul's absent-mindedness gave him a feeling of well being. (Our Values) 2. Discuss things the children have done that give them a feeling of well being.	1. Harlandale Audio-Visual Center: filmstrip - X-17 "Meaning of Fractions" Arithmetic, Set 2 Z-58 "Wholes and Parts, Arthmetic," Set of 8 AA-9 "The Watchmaker and Jeweler" Our Neighborhood Workers Series 2. Our Values: Human Values Series Steck-Vaugh Company 3. Modern School Mathematics, Book 3, Houghton Mifflin Company	i

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Problem Soving:	The child will be able to perform the following activities: 1. Construct mathematical sentences to correctly describe the relationships between pairs of numbers or pairs of sets. 2. Make at least ten given mathematical sentences involving addition and subtraction true when the unknown is either the sum or the difference. 3. Make at least ten given sentences involving addition and subtraction true when the unknown is neither the sum nor the difference	Vocabulary: principle - principio detective - detective Concept: Los principios para resolver los problemas en la matemática son usados por los detectives en sus trabajos. Performance Objectives: El niño podrá decir algunas cosas que un detective necesita saber hacer para hacer su trabajo. Methods: 1. Miren y discutan las películas "Un Viaje al Cuartelillo de Policia", "Las Vacaciones del Verano de Toño; y "Resolviendo Cosa." 2. Discutan y hagan una lista de los trabajos que los detectives podran hacer.	1. Use picture or number cards of sets and let the student write the sentences comparing sets. Example: XX OO or 4 < 6 X OO 3 < 4 2. Use modern math flash cards for addition and subtraction facts. Play relay game. Divide into teams. Both are shown a card. They have to get to the board (one of each team) and write the problem and answer. First to get the correct answer gets a team point. 3. Use modern math flash cards of missing addends or missing subtrahends. Play Tic Tac Toe, using an X or O for a correct answer.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The principles of problem solving in mathematics are used by detectives in their work. Performance Objectives: The child will be able to tell some of the things a detective will need to know how to do in his work. Methods: 1. View and discuss filmstrips– "A Trip to the Police Station", "Tony's Summer Vacation" and "Figuring Things Out" 2. Discuss and list jobs detectives might do.	Concept: A standard of citizenship is respect for law and order. Performance Objectives The child will be able to tell how a detective needs to obey law and order in his job. Methods: 1. View and discuss films, "Let's Have Respect" and "Good Citizens". 2. Discuss reasons we have to have rules or laws. 3. List on board the ways we can show our citizenship. 4. Discuss how some jobs of dectectives come about because some people do not have respect for law.	1. Harlandale Audio-Visual Center: filmstrip – K-15 "Solving Problems" Arithmetic, Set 1 Z-59 Things In Groups Z-52 Words for Comparing Arithmetic, Set II CC-74 "A Trip to a Police Station" with record PR-768, Classroom Journeys Series L-67 "Tony's Summer Vacation" with record PR-370, Little Things That Count Series L-91 Figuring Things Out, with record PR-512 How Do I Learn Series 16mm film – 16-705 "Let's Have Respect" 11 minutes in color 16-595 "Good Citizens" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip – R-122 Learning To Cooperate S-122 Aprendiendo A Cooperar R-152 The Policeman S-152 El Policia Region XX 66-149 Kitten That Disobeyed Bilingual edition	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Problem Solving continued:	The child will be able to perform the following activities: 1. Read at least five given story problems and write the correct number sentences to illustrate the story problems. 2. Make-up at least two story problems to correctly illustrate two given mathematical sentences.	Vocabulary: veterinarian - albeitar diagnois - diagnosis illness - enfermedad Concept: Las destrezas para resolver problemas en la matemática se pueden usar por el albeitar en su diagnosis de las enfermedades de animales. Performance Objectives: El nino podrá decir como el albeitar usa las destrezas para resolver los problemas. Methods: 1. Miren y discutan una película con disco del albeitar. 2. Discutan las veces que los ninos han llevado a sus animales al albeitar. 3. Discutan las cosas que el albeitar necesita saber para hacer su trabajo y su procedimiento para hacer su diagnosis de las enfermedades.	1. Use tapes of problem solving. Have the children listen to tapes and write the number sentences to solve the problems. 2. Read story problems in math book and have the students write number sentences to solve the problems. 3. Use classroom happenings to make story problems. Examples: How many children checked out fiction books from the library? Thirty books were checked out in all. Five checked out science books, six checked out biographies, two checked out riddles. All the rest were fiction. How many were fiction?

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The skills of problem solving in mathematics can be used in the veterinarian's diagnosing animal illnesses. Performance Objectives: The child will be able to tell how the veterinarian uses problem solving skills. Methods: 1. View and discuss filmstrip with record of the veterinarian. 2. Discuss a time the children took their animals to the veterinarian. 3. Discuss things the veterinarian needs to know in order to do his job and his procedures in diagnosing illnesses.	Concept: There is a feeling of well being when doing work of value to society. Performance Objectives The child will be able to tell how the veterinarian contributes to society. Methods: 1. View and discuss filmstrips of "City Workers" and "Keeping Healing Hands." 2. Discuss ways a veterinarian can help society and list on the board. 3. Discuss how we can be of value to society.	1. Harlandale Audio-Visual Center: filmstrip - K-15 "Solving Problems" Arithmatic, Set 1 CC-43 "City Workers and Services" Families and Services Series AA-41 "Helping the Healing Hands" Wonderful World of Work, Set Three BB-5 "My Dad-The Veterinarian" with record PR-724 What Does Your Daddy Do Series Modern School Mathematics, Book 3 Houghton Mifflin Company 2. Available from ESC Region XX: 8672 "How to Solve a Problem 12 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Equality	The child will be able to perform the following activities: 1. Find at least twenty ways to say ten. 2. Explain correctly repeated addition or the multiplication process. 3. Use at least one example to show the relation between $\frac{1}{2}$ and $\frac{2}{4}$ or $\frac{3}{6}$ or $\frac{4}{8}$.	Vocabulary: butcher - carnicero purchase - comprar market - mercado meat market - carniceria roast - asado roast beef - rosbif Concept El carnicero necesita la destreza de la matemática para poder comprar y cortar la carne en el mercado. Performance Objectives: El niño nombrará dos destrezas de la matemática que le son necesarias al carnicero. Methods: 1. Miren y discutan la película "El Carnicero." 2. Traiga un diagrama que enseña de donde son los diferentes pedazos de carne. 3. Discutan que pasaría si alguien pedía un asado de cinco libras y recibe uno de diez libras. ¿Cómo se sentiría el cliente? ¿Cómo se sentiría el cliente si el carnicero cortaba las tajadas incorrectas y éstas estaban tiesas?	1. Have the children use counting blocks, or discs or an abacus. If these are not available, cut ten one-inch squares of paper. Arrange and re-arrange these into ways to make ten. See how many ways they can find other than these ten. (One class found ninety-nine ways in one class period). 2. Review repeated addition and multiplication processes together. 3. Use strips of same size to divide into $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$ as follows to examine together: $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{6}$ $\frac{4}{8}$

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The butcher needs math skills in purchasing and cutting meat in the market. Performance Objectives: The child will be able to tell two math skills needed by butchers. Methods: 1. View and discuss the filmstrip, "The Butcher." 2. Bring a diagram of where different cuts of meat come from and discuss it. 3. Discuss what happens if someone asks for about a five pound roast and the butcher cuts a ten pound one. How would the customer feel? If the butcher cuts the steaks the wrong way and they are real tough, how would the customer feel?	Concept: A feeling of well being comes from doing things skillfully. Performance Objectives The child will be able to tell two reasons a butcher needs skills and how a butcher feels who does his job well. Methods: 1. Read and discuss story of "Rescue" p. 107-113 Our Values; also "David Learns About Sounds" p. 91-99. 2. Discuss skills involved in the stories, also how the butcher must be skilled for his own safety as well as to keep customers and to make money at his work.	1. Harlandale Audio-Visual Center: filmstrip - Z-58 "Wholes and Parts" Z-59 "Things in Groups" Arithmetic (Set of 8) X-26 Dividing a Whole Number by a Fraction, Adventure With Numbers AA-7 "The Butcher", Our Neighborhood Worker Series 2. Modern School Mathematics Book 3, Houghton Mifflin Company 3. Our Values: Human Values Series, Steck-Vaugh Company Bilingual Bilingual Dept., H.S.D.I. filmstrip - #16-592 Tú Y Los Alimentos Region XX: #4703 Tú, Animal Humano R-186 Food from the Country S-186 Comestibles del Campo	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Inequality	The child will be able to perform the following activities: 1. Demonstrate with counting blocks or flannel graph or magnetic board at least one set of objects that show some numbers are greater than or less than other given numbers of objects. 2. When given a number and a greater than or less than symbol, supply a number to make the statement true in at least ten problems.	Vocabulary: scale - escala scale operater - operante de la escala weigh station - estación para pesar highway - carretera accuracy - exactitud Concent: Los operantes de las escalas públicas necesitan las destrezas de la matemática en su trabajo. Performance Objectives: El niño podrá decir como las detrezas de la matemática son usadas en el trabajo por los operantes de las escalas públicas. Methods: 1. Discutan las estaciones que están por la carretera y por que están allí, y que destrezas de la matemática se usan en esas estaciones. 2. Discutan otros operantes de escalas públicas-aquellos que examinan la exactitud de las escalas en las tiendas. 3. Usen diferentes clases de escalas para medir el peso de diferentes objetos en el cuarto.	1. Use picture number cards. Give out a card to each in the group. Have those that have a set larger than _____ to hold up their card, or a set less than _____ to hold up their card. Continue playing until all can recognize value. Write symbols of greater than and less than on board as you call for the cards. 2. Make a ditto sheet or a transparency to project on chalk board of the following: □ > 6 5 < □ 9 □ < 10 12 □ 10 13 > □ 20 □ 20 16 < □ 17 □ 35 ___ 29 59 ___ ___ 40 72 ___ ___ 26 61 ___ ___ 89 39 ___ Have students supply the missing number or symbol.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Public scales operators need the skills of mathematics in their job.	Concept: We must constantly test our values - does the end justify the means?	1. Harlandale Audio-Visual Center: filmstrip - Z-62 "Words for Comparing" Arithmetic (Set of 8) 2. Our Values: Human Values Series, Steck-Vaugh Comapny.	
Performance Objectives: The child will be able to tell how math skills are used in public scales operators work.	Performance Objectives The child will be able to tell the value of doing the right thing.		
Methods: 1. Discuss weigh stations along the highway and why they are there, and what math skills are used there. 2. Discuss other public scales operators - those that test accuracy of store scales. 3. Use a balance scale, spring scale and bathroom type scale to measure objects about the room.	Methods: 1. Read and discuss "Learning the Hard Way", p. 17-22 Our Values, and "The Owl Strikes Again", p. 136-144. 2. Discuss things that have kept us from doing what we would like to do. Were they right? If we went ahead anyway would we be happy?		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Ratio and proportion	The child will be able to perform the following activities: Demonstrate at least one comparison using sets of objects, the relationship or correspondence of sets of objects with other objects. Example: o is to ooo 1 is to 3 as oo is to oooooo 2 is to 6	Vocabulary: space - espacio pilot - piloto spacemen - astronauta space capsule - cápsula espacial Concept: Las destrezas de la matemática son unas de las partes más importantes del trabajo para pilotear en el espacio. Performance Objectives: El niño dirá dos modos en que la matemática se usa por los pilotos del espacial en su trabajo. Methods: 1. Miren películas de los astronautas y discutanlas. 2. Nombren todos los diferentes trabajos de los astronautas como se enseñan en las películas. Discutan como la matemática se usa en cada uno de esos trabajos.	1. Arrange 2 sets of objects on a flannel board. Under those arrange one more set. Have children come and place the second to show the same relations as the first two sets. Example: x is to xx x is to xx 2 is to 4 as xx x is to ? 3 2. Change patterns until the children understand the retionships.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Mathematic skills are one of the most important parts of the job of space piloting. **Performance Objectives:** The child will be able to tell two ways math is used in the work of a space pilot. **Methods:** 1. View films of spacemen and discuss. 2. Name all the different jobs of spacemen as seen in the films. Discuss how math is used in those jobs.	**Concept:** It takes courage to have convictions and stand by them. **Performance Objectives** The child will be able to tell some of the things a spaceman has to face that we do not, things which take a special kind of courage. **Methods:** 1. Read and discuss the story, "I Can't Help It" p. 37-43, Our Values. 2. Discuss how sometimes we need to speak out against injustice and risk friendships sometimes. 3. Discuss special needs of courage in space work.	1. Harlandale Audio Visual Center 16mm film - 16-201 "United States Space Pioneer" (Shepard) 8 minutes in color PR-469 (record with f/s) "Story of the First Lunar Landing" 2. Our Values: Human Values Series, Steck-Vaugh Company.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Percent:	**The child will be able to perform the following activities:** Explain correctly the meaning of the following: 100%, 50% and 25%.	Vocabulary: stock market - bolsa, mercado de valores stock exchange - bolsa de comercio stock broker - bolsista percentage - porcentaje Concept: El mercado de valores y los bolsistas usan las destrezas del porcentaje de la matemática en el trabajo. Performance Objectives: El niño podrá explicar las ganancias o perdidas de un porcentaje citado, cómo se usa en el trabajo del bolsista. Methods: 1. Discutan el mercado de valores y el trabajo de bolsista. 2. Traigan un periódico a la clase y examinen algunas noticias de la bolsa de comercio. 3. Discutan los reportes del mercado de valores en los porcentajes, que suben, bajan, o están estable.	1. Read weather forecasts from newspapers calling attention to percentage of humidity, and note if there are possibilities of showers or rain - what percentage, etc. 2. Use classroom items to figure with students' help, percentages such as scores from spelling grades, game scores, number eating lunch in the cafeteria, number going to the magic show, etc. 3. Make a "thermometer" type chart using red ribbon to mark 100%, 50%, 75%, or 25% by pulling ribbon up or down. Use it to show percentages of classroom problems above. Have students place the correct percentage on the "thermometer".

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The stock market and stock brokers use the percentage skills of mathematics in their job.	**Concept:** One of the standards of character and conduct of Freedom's Code is to provide security for self and dependents.	1. Our Values: Human Values Series, Steck Vaugh Company. 2. Living With Me and Others, Level C, Character Education Curriculum. 3. Available from ESC Region XX: 4904 "Percentage" 11 minutes in color.	
Performance Objectives: The child will be able to explain the percentage gains or losses as in a stock broker's job.	**Performance Objectives** The child will be able to explain what it means to provide security.		
Methods: 1. Discuss briefly the stock market and the job of the stock broker. 2. Bring a newspaper to school and examine some of the stock market news. 3. Discuss the market reports in percentages up or down or steady.	**Methods:** 1. Read and discuss the story, "The Feast" p. 74-79 Our Values. 2. See Living With Me and Others, level C for teaching suggestions. 3. Discuss what it takes to make us feel secure.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Measurement:	**The child will be able to perform the following activities:** 1. Demonstrate some degree of accuracy with respect to the use of linear measurement, yards, feet and inches, at least one measurement for each. 2. Demonstrate the measurement of a given volume. Example: how much in a quart - 2 pints or 4 cups, etc.	Vocabulary: surveyor - topógrafo geometry - geografía lot - solar de terreno field - campo highway - carretera building - edificio Concent: Los topógrafos usan las detrezas geográficas de la matemática para hacer sus trabajos. Performance Objectives: El niño dirá algunas cosas que son medidas por estos trabajadores. Methods: 1. Discutan la topografia - trabajadores, instrumento y lo que hacen. Traigan dibujos de los instrumentos o inviten a un topógrafo que venga a la clase con sus instrumentos. 2. Discutan la topografia de solares de terreno, campos, carreteras, edificios, etc.	1. Assign groups in the room to measure the width of the room, the length of the room, width of windows, heighth of desks, width of desks, depth of desks, size of books, erasers, pencils, etc. 2. Discuss with the help of the students which would be best to measure each item - measuring tape, yard sticks or ruler. 3. Using beans or vermiculite, etc., have the students measure cups, pints, quarts, half gallons and gallons and complete a measure chart as the information is found: cups pints quarts gallon Part A: $2\frac{1}{2}$ $1\frac{1}{4}$ ___ ___ Part B: 8 4 2 $\frac{1}{4}$

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Surveyors use the mathematical skills of geometry to do their work. **Performance Objectives:** The child will be able to tell some of the things surveyed by this worker. **Methods:** 1. Discuss surveying-workers, tools and what they do. Bring pictures of the tools or invite a surveyor to come with his tools. 2. Discuss surveying lots, fields, for highways, buildings, etc.	**Concept:** There is a feeling of well being in doing precise work skillfully. **Performance Objectives** The child will be able to tell why a surveyor must be correct in his measurements. **Methods:** 1. Read "A Pet Elk" p. 80-84, Our Values. Discuss importance of John's knowing how to perform his task in the severe cold - his and the animal's lives depended upon that knowledge. 2. Discuss surveyors' needs for accuracy.	1. Harlandale Audio-Visual Center: filmstrip - X-20 "Measurement" Arithmetic, Set 2. 2. Available from ESC Region XX: 4823 "Button's Tall Tower" (Measurement) 11 minutes in color 4539 "Size and Distance" 6 minutes in color 3. Our Values: The Human Values Series, Steck-Vaughn Company	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Measurement continued:	The child will be able to perform the following activities: 1. Demonstrate correctly the procedure for finding the area of at least one two-dimensional region in square inches. 2. Demonstrate the procedure for finding the volume of at least one solid.	Vocabulary: air conditioner - acondicionador de aire air conditioning - acondicionamiento measurement - medida Concept: Los trabajadores del acondicionador de aire necesitan saber las destrezas de la matemática para medir a fin de poder ejecutar sus trabajos. Performance Objectives: El niño podrá decir en qué y cómo se usan las destrezas para medir. Methods: Discutan los varios tamaños y estilos de acondicionadores de aire. Discutan como las medidas del cuarto y de la casa o edificio determinan el tamaño del acondicionador de aire que se necesita para refrescar un área. El hombre que trabaja con los acondicionadores de aire necesita las destrezas de la matematica para poder figurar las medidas.	1. Have students measure a 2" square and write the mathematical sentences 2"x2"=4 square inches. Measure books, cards, desk tops, etc., and find out how many square inches are there. 2. Have the students measure blocks and cubes - heighth, width, depth and write the mathematical sentence to find the volume. Example: 2" cubes- 2"x 2"x 2"=8 cubic inches Use 1" cubes to fill in a 3" cube, a 4" cube, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Air conditioning workers need to know the mathematical skills of measurement in order to perform their job.	**Concept:** A standard of character and conduct of Freedom's Code is the use of time and talents creditably.	1. Harlandale Audio-Visual Center: filmstrip - CC-42 "Specialists for Our Home" Families and Services 2. Our Values: Human Values Series, Steck-Vaughn Comapny.	
Performance Objectives: The child will be able to tell in what ways math skills are used in surveying.	**Performance Objectives** The child will be able to tell in what way he could use his own talents more wisely.		
Methods: Discuss the various sizes of air-conditioners and types of air-conditioners. Discuss how the size of the room or size of the house or building determines the size of the unit needed to cool the area. The air-conditioning man needs math skills to figure this.	**Methods:** 1. Read and discuss story, "Jack's Wish" p. 66-73 Our Values. Discuss how Jack used his talents at first, was it a wise choice? Discuss why Jack changed. Was it a wise choice? 2. Discuss how we may use our talents more wisely.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Measurement continued:	The child will be able to perform the following activities: 1. Name and identify correctly the days, weeks, dates, and months on a calendar. 2. Read the room thermometer and an indoor-outdoor thermometer in rounded numbers. Example: about 75°. 3. On five given settings of the clock, read clock time in hours, half hours, quarter after, quarter of with accuracy and begin counting in nearest five minutes.	Vocabulary: weatherman - meteorologista animometer - anemómetro barometer - barómeter thermometer - termómeter Concent: Las destrezas de medir son usados por los meteorologistas en sus trabajos. Performance Objectives: El niño podrá decir aquellas destrezas de la matemática que se usan por los meteorologistas en sus trabajos. Methods: 1. Escuchen y discutan unas cintas del meteorologista. 2. Hagan una lista de los herramientos usados por el meteorologista. 3. Colecten dibujos de los herramientos que usa el meteorologista y si es posible colecten algunos de esos herramientos. 4. Hagan anemómetros de unas varillas de torillo y tazas de papel.	1. Discuss with the children the calendar, number of weeks in the present month, number of days, which day the month began, which day it ends, name of present month, ordinal number of month, etc. 2. Have the students record readings of thermometers in rounded terms for room temperature, outdoor temperature, but discuss how many times it is necessary to have the exact reading, as in body temperature, cooking, scientific research, ironing clothes, etc. 3. Review clock reading. Have the students use play clock to set the time for lunch, P.E., getting up, going to bed, a favorite T.V. show, etc.

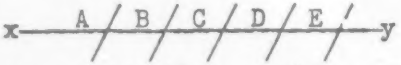
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The skills of measurement are used by weathermen in their job. Performance Objectives: The child will be able to tell about the math skills used by weathermen in their job. Methods: 1. Listen to and discuss tape of "The Weatherman". 2. List instruments of measurement used by a weatherman. 3. Collect pictures of weather instruments and some instruments, if possible. Make an animometer from dowel rods and paper cups or use tinker toys and paper cups.	Concept: A feeling of well being comes from feeling useful and needed. Performance Objectives The child will tell how services of a weatherman are used and needed. Methods: 1. Discuss the value of the weatherman's job, who uses his services, how, etc. 2. Discuss what we can do that is useful and needed by someone.	1. Harlandale Audio-Visual Center: filmstrip - X-21 "Telling Time", Arithmetic, Set 2 X-4 "Time and Money", Work and Play With Numbers cassette tape - Cas. T-75 "Visiting a Weather Station" 2. Available from ESC Region XX: 4627 "Weather for Beginners" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - R-130 What Winter Means to Us S-130 Lo que el Invierno Significa Para Nosotros R-113 What Autumn Means to Us S-113 Lo que el Otoño Significa Para Nosotros R-160 What Spring Means to Us S-160 Lo que la Primavera Significa Para Nosotros R-190 What Summer Means to Us S-190 Lo que el Verano Significa Para Nosotros	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Measurement:	The child will be able to perform the following activities: 1. Arrange a given set of coins in ascending or descending value. 2. Name and write at least one amount of money using decimal notations. 3. Make change in amounts less than one dollar, for any five given problems.	Vocabulary: banker - banquero bank - banco Concept: Los banqueros necesitan las destrezas de la matemática. Performance Objectives: El niño podrá decir como las destrezas de la matemática son usadas por un banquero. Methods: Miren y discutan películas sobre los banqueros. Discutan las destrezas de matemáticas que se usan y hagan una lista de esas destrezas. Trabajen unas muestras de los problemas de los banqueros - depositos, retiradas, etc.	1. Using real or play money, work in groups to arrange from least to highest value. 2. Using chalk board, have children write dictated amounts of money, being sure of correct decimal position and symbols. 3. Have children play store and sell play items with play money and make change either by counting orally or writing down amount and subtracting sale to get the difference.

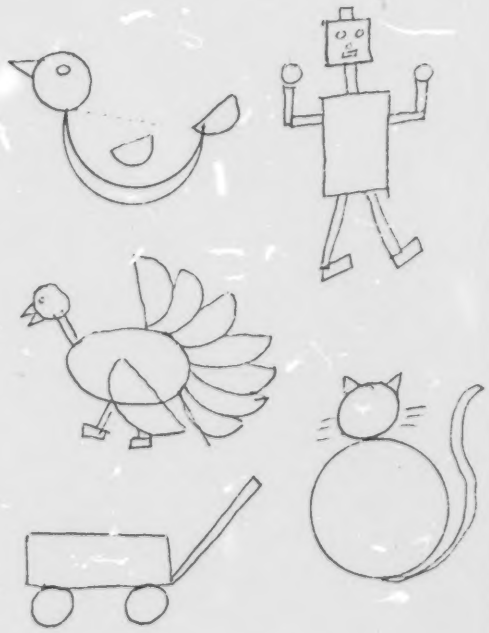
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Bankers need math skills. **Performance Objectives:** The child will be able to tell how math skills are used by a banker. **Methods:** 1. View and discuss the filmstrips. Discuss math skills used by the banker. 2. Make a list of the math skills used. 3. Work some sample bank problems, such as deposits, withdrawals, etc.	**Concept:** A feeling of well being comes from doing things others can't do; they do no have the same talents. **Performance Objectives** The child will tell how he feels about his talent and how he uses it. **Methods:** 1. Discuss things that boys are usually best at doing and things at which girls are best. 2. Discuss what each can do best. 3. Discuss our dependence on others because we can't do all things well.	Harlandale Audio-Visual Center: filmstrip - X-4 "Time and Money" X-1 Arithmetic Concepts *Work and Play with Numbers* X-22 "Making Change" *Adventure with Numbers* AA-8 "The Banker" *Our Neighborhood Workers Series* CC-58 "My Mother Works in a Bank" *Mother's Work, Too Series* T-56 (PR-366) "Let's go to a Bank" with record *Community Helpers Series* cassette tape - Cas. T-66 "Getting to Know the Bank" *Let's Imagin Going Places* **Bilingual** Bilingual Dept., H.I.S.D. filmstrip - R-151 *How To Handle Money* S-151 *Como Manejar el Dinero*	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Estimation:	The child will be able to perform the following activities: 1. Describe the chances of any one given event occuring in terms of its probability. 2. Indentify at least one likely event from a given list of events.	Vocabulary: planner - proyectista long-range - de largo alcance need - necesidad principles - principios Concept: Los proyectistas de largo alcance usan los principios de la matemátics para calcular las necesidades del futuro. Performance Objectives: El niño podrá decir de uno de los trabajos de un proyectista de largo alcance. Methods: 1. Discutan proyectos de largo alcance para nuestro distrito de escuela, como toman el reporte del censo de la escuela, y el número de las casas nuevas y apartamentos nuevos en el distrito. Hagan planes para las necesidades del futuro en el distrito como el número de salas de clases, maestros, libros, pupitres, suministros, etc. 2. También decidan en los tipos de edificios que se usarán, etc.	1. Hold a drawing with the children for a piece of bubble gum, a balloon, etc. Each child places his name on a slip of paper, all the same color and size. Each child places his name in a box. Discuss how many children are in the room, how much chance does each have to win, only one in as many as there are in the room - say one in thirty. 2. Have the drawing, explaining they each have equal chances to win because each only has his name once. 3. Discuss drawings, like at the grocery store, where some may have many cards in the drum and some may have only one.

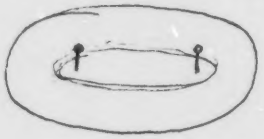
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Long range planners use the principles of math to estimate future needs.	**Concept:** Being creative and original or innovative is an admirable quality.	Available from ESC Region: 4867 "Creating With Color" 11 minutes in color	
Performance Objectives: The child will be able to tell of one job of a long range planner.	**Performance Objectives** The child will be able to tell what being creative means. The gifted child may wish to design a new type school he would like to attend.		
Methods: 1. Discuss long range planning for our school district-how they take the school census reports and the number of new houses and apartments being built, and make plans for future needs for more or less classrooms and teachers, books, desks, supplies, etc. 2. They also decide on types of buildings, etc.	**Methods:** 1. Discuss the different schools that some children have attended - what was different, what they like best about each. 2. Let the children decide on the type of school they would like to have if they could design it, paint it, furnish it, etc. Explain that this is creative type work.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Geometric Concepts: Points, lines and planes	The child will be able to perform the following activities: 1. Name points where lines meet on a given set of drawings. 2. Compare at least one pair of line segments, by measuring or estimating. 3. Identify and name on a given set of angles specific types of angles: acute, obtuse, and right angles.	Vocabulary: lineman - reparador de la linea telephone poles - poste de teléfono telephone booth - cabina de teléfono telephone directory - guía de teléfonos telephone operator - telefonista Concept: Los reparadores de las lineas telefonicas usan las destrezas de la matematica para medir para hacer sus trabajos. Performance Objectives: El niño dirá como las destrezas de matemáticas son usadas por los reparadores de las lineas telefonicas. Methods: Discutan como se ven las lineas telefonicas y los postes. Discutan como se ponen los postes en sus lugares con cierta distancia entre los postes y con que tantas lineas cada poste puede detener - el más número de lineas, lo más cerca es la distancia entre los postes y vice versa. Tambien discutan que tan larga tiene que ser la linea para cubrir un cierto número de cuadras o millas, etc.	1. Given a figure such as this:  the child will be able to name the points where lines cross segment xy. 2. Use a ruler to have children measure line segments. Examples: 1. _____ 2. _____ 3. _____ 4. _____ Discuss which line is longest, shortest, which is about half the length of number 4, etc. 3. Demonstrate the following angles and have students look for those angles in our own room: Acute angle Obtuse angle Right angle

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The telephone linemen use math skills of measurement to do their job. Performance Objectives: The child will tell how math skills are used by the linemen. Methods: 1. Discuss what telephone lines and poles look like. Discuss how they are put in by so much distance to go and how many lines the poles have to hold; the more lines the closer the poles and larger; the fewer lines, more space between, etc.; length of wire it will take to go so many blocks or miles, etc. 2. Make up problems about the number of feet of wire needed.	Concept: Seeing the results of your work gives a great feeling of satisfaction if done well. Performance Objectives The child will be able to tell how he feels when he has done something well. Methods: 1. View and discuss "Try, Try Again." 2. Discuss how practice improves our talents, whatever they are. 3. Discuss some talents and the practice needed for different ones.	1. Harlandale Audio-Visual Center: 16mm film - 16-297 Introducing Shapes, Lines, and Angles, 11 minutes in color filmstrip - AA-36 (PR-693) "Telephone Service" Wonderful World of Work, Set Two CC-67 (PR-762) "Telephone Servicers" The Wonderful World of Work L-64 (PR-368) "Try, Try Again" Little Things That Count Bilingual Bilingual Dept., H.I.S.D. filmstrip - R-141 Using the Teléphone R-141 Usando el Teléfono	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Geometric Concepts: Geometric Figures:	The child will be able to perform the following activities: 1. Identify and reproduce at least one of each of the following: circle, square, triangle, rectangle, pentagon and octagon on a given sheet of objects. 2. Identify at least one of each of the following: cube, sphere, cone, and cylinder on a given sheet of objects.	Vocabulary: shapes - forma reading - lectura likeness - semejanza differences - diferencias Concept: Las formas matemáticas se usan por las maestros de lectura para ayudar a los alumnos a aprender las semejanzas y diferencias antes que aprendan a leer las letras y palabras. Performance Objectives: El niño podrá decir como las formas se usan por el maestro de lectura. Methods: Miren y discutan películas de los maestros. Discutan como aprendieron a leer - enseñen muestras de algunas cosas que hicieron para aprender a leer.	1. Have children use Peabody Kit shapes cards or homemade cards of circles, squares, rectangles, ellipse, triangles, pentagons, octagons. 2. Make name cards for objects and have children match names to objects. 3. Help students identify cubes, spheres, cones and cylinders and match with name cards. 4. Have student make designs of shapes, color them, cut them out of a ditto sheet. Paste on manilla sheet to make designs or objects. Examples: 

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Math shapes are used by reading teachers to help students learn likeness and differences before being able to read letters and words. Performance Objectives: The child will be able to tell how shapes were used by the reading teacher. Methods: 1. View and discuss filmstrips on teachers. Discuss how they learned to read - show samples of some of the things they did to learn how. 2. Use shape box of objects to fit the box if available.	Concept: Giving individual attention is one way of helping others. Performance Objectives The child will tell how indivíual help has helped him. Methods: 1. Discuss how many of the things we know were learned because the teacher, or someone else, gave us some individual help. 2. Name some of the things they know and tell who helped them learn it.	1. Harlandale Audio-Visual Center: filmstrip - V-27 Lines V-28 Shapes V-29 More Shapes V-30 Solid Shape Elements of Art Series BB-86 "The Teacher" BB-87 "The Special Teacher" School Series: Our School Workers" cassette tape - Cas. T-20 "I Want to be a Teacher" I Want to be Series 2. Available from the Toy Box, Shape Box, a Child Guidance Toy. Bilingual 1. Bilingual Dept., H.I.S.D. filmstrips- R-147 Rabbit that wanted to be Different R-147 El Conejo que quería ser diferente. 2. ESC Region 20: books and cassettes- #62-676 Spanish Sights and Unit films- #8823 Mexican Ceramics #8126 Ya Vamos al Desfile	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Geometric Concepts: Construction	**The child will be able to perform the following activities:** Construct at least one ellipse, square, rectangle and triangle using a compass, protractor and ruler.	Vocabulary: navigator - navegador ship - buque, barco plane - aeroplano tools - herramientos harbor - puerto airport - aeropuerto portractor - transportador compass card - rosa de los vientos ruler - regla Concept: Los navegadores de buques y de aeroplanos usan los herramientos y destrezas de la matemática en sus trabajos. Performance Objectives: El niño podrá decir del trabajo del navegador. Methods: 1. Miren y discutan películas sobre el puerto y aeropuerto, particularmente llamando la atencion a los trabajos de los navegadores. 2. Discutan el uso de los herramientos en sus trabajos—algunos son el transportador, la rosa de los vientos, una regla, etc.	1. Demonstrate use of a compass and have children match different sized circles on a ditto sheet, using a compass. 2. Have students use a protractor to make half a circle, move it around and complete the circle. 3. Have students use a ruler to draw a 4" square, a 4" by 6" rectangle, use protractor to make sure of right angles. 4. Demonstration by the teacher: Use two pins stuck in bulletin board drawing paper. Tie a string loosely around the 2 pins and using a pencil pushing out from between the strings draw an ellipse around them. 

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Navigators of ships and planes use the tools and skills of mathematics in their job.	**Concept:** Being dependable and accepting responsibility are admirable qualities of character.	1. Harlandale Audio-Visual Center: filmstrip - CC-82 (PR-778) "What You'd See At the Harbor" (with record) CC-80 (PR-776) "What You'd See At the Airport" (with record) Transportation Series	
Performance Objectives: The child will be able to tell about the job of a navigator.	**Performance Objectives** The child will be able to tell why a navigator should be a skilled, responsible person.	Bilingual Bilingual Dept., H.I.S.D. filmstrip - R-173 How we Travel S-173 Como Viajamos R-174 Transportation Is Important S-174 El Transporte Es Importante	
Methods: 1. View and discuss filmstrips on the Harbor and Airport, calling particular attention to the jobs of navigators. 2. Discuss the use of tools for their job - some of which are a protractor, a compass and a ruler.	**Methods:** 1. Discuss how the lives of many people depend up navigators - thus the need for accuracy in computing the course for ships and planes. 2. Discuss how we can show responsibility.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Graphs and Charts	**The child will be able to perform the following activities:** 1. Make at least one simple bar graph of classroom experiences. 2. Draw at least one simple map of school, classroom or neighborhood.	Vocabulary: map maker - cartógrafo Concept: Los cartógrafos usan las destrezas de la matemática en sus trabajos. Performance Objectives: El niño podrá explicar como el cartógrafo usa la matemática. Methods: 1. Miren y discutan películas sobre los mapas. 2. Discutan la matemática en los mapas que indican alturas, distancia, etc. 3. Examinen algunos de los mapas del camino, mapas de las ciudades, mapas grandes para la pared de naciones, continentes, o el mundo.	1. Make bar graphs using strips of ribbon with elastic sewed on to make movement easier. Some uses are recording sunny days and cloudy day for a month; contests between groups in spelling, math, etc.; records of how many did or did not come to school clean; how many books were read by different groups, etc. 2. Make a map on the worktable, coloring the lawns, streets, playgrounds, etc. Make houses of milk cartons painted with poster paint. Use small branches from trees mounted in clay to stand up in appropriate places. Assimilate the near school neighborhood. 3. Draw individual maps of their home or church or school.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Map makers use the skills of math in their job. Performance Objectives: The child will be able to explain how a map maker uses math. Methods: 1. View and discuss filmstrip and film on maps. 2. Discuss the math involved in maps telling heights, distances, etc. 3. Examine some road maps, city maps, large wall maps of countries, continents or world.	Concept: One of the goals of character education is to develop an understanding of our rights and responsibilities, one of which is our right to be an individual. Performance Objectives The child will be able to tell how his rights and others' rights can be protected. Methods: 1. See Manual for "Our Right Rights and Responsibilities," Level C, p. 11-17, for teaching suggestions. 2. Discuss differences among people and how we have rights to be different as long as we do not interfere with the rights of others.	1. Harlandale Audio-Visual Center: 16mm films- 16-225 "Maps are Fun" 11 minutes in color filmstrip - H-68 Map, Globes, and Graphs Fundamentals of Geography Series 2. Available from ESC Region XX: Our Rights and Responsibilities Level C, Character Education Bilingual Bilingual Dept., H.I.S.D. filmstrip - R-173 How We Travel S-173 Como Viajamos	

SCIENCE - THIRD GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Physical Science Matter and changes in matter.	The child will be able to perform the following activities: 1. Describe matter. 2. Demonstrate at least one change in matter. 3. Demonstrate correctly how liquids can be poured and take the shape of the container. 4. Demonstrate correctly how solids keep their shape and tell how some can change their shape. 5. Correctly describe gases as having no shape. 6. Orally describe the pull of gravity.	Vocabulary: chemist - químico matter - materia Concept: Los químicos necesitan entender la materia y los cambios de la materia. Performance Objectives: El alumno dirá como los químicos tratan con la materia. Methods: 1. Discutan el empleo de un químico y la instruccion que se le requiso para su empleo. 2. Permita que la clase le haga una entrevista a un quimico. 3. Permita que los alumnos hagan un despliegue de retratos de químicos trabajando.	1. Discuss matter: a. All objects are made up of matter. b. There are three forms of matter: (1) solid (2) liquid (3) gases c. Water can change from one form to another d. Liquids can change the form of some matter 2. Change ice into water and heat it until it becomes vapor or steam. 3. Experiment by combining matter and finding out which mixtures cause changes in matter: Add things to water and keep a chart of results of change or not any change. 4. Experiment to find which things float in water. 5. Use balance scales and make comparisons of size and weight of matter. 6. Classify matter into solids, liquids and gases. 7. Perform experiments with different sizes of objects and the pull of gravity.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Chemists need to understand matter and the changes in matter. Performance Objectives: The child will tell how chemists deal with matter. Methods: 1. Discuss a chemist's job and what training was necessary for his job. 2. Allow the class to interview a chemist about his job. 3. Have students make a display of pictures of chemists at their work.	Concept: One of the standards of character and conduct of Freedom's Code is to help others. Performance Objectives The child will tell how a chemist helps others. Methods: 1. Discuss how a chemist can help others in their jobs—improving food processing, developing medication and preventive medicine, etc. 2. Discuss how we can help others.	1. Harlandale Audio-Visual Center: filmstrips- H-77 "Wonder of Crystals" Elementary Science Series A-79 "Molecules, Atoms, and Simple Reaction" A-80 "Classification of Matter" B-51 "What Things are Made Of" Elementary Chemistry Series C-15 "Chemical Changes" Science At Work Series 2. Book: Science 3: Laidlow Science Series, Laidlow Brothers Publishers Bilingual 1. Bilingual Dept., H.I.S.D. filmstrip- S-167 ¿En dónde trabajan los padres? 2. Available from Heffernan Supply Company: 12 Charts for Primary Grades by Didactikon Quimica.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Physical Science Matter and Energy	The child will be able to perform the following activities: 1. Demonstrate at least one way that heat energy can be transferred. 2. Demonstrate at least one way matter changes if heat is lost or gained. 3. Explain or demonstrate how people, animals and fish move.	Vocabulary: energy - energía nuclear - nuclear physicist - físico Concept: Los físicos nucleares necesitan un buen entendimiento de la energía para desempeñar su empleo. Performance Objectives: El alumno dirá como el físico nuclear usa la materia y la energía en su empleo. Methods: 1. Explique el empleo de un físico nuclear y la instrucción necesaria para el empleo. 2. Permita que la clase le haga una entrevista a un físico nuclear.	1. Place hands on a window or outside wall on a sunny day and discuss how it felt and why. 2. Given a group of ten objects, arrange in sequence of hottest to coolest. 3. Place the tip of rods or bars of different materials over a flame and time how long it takes for warmth to reach the other end of the bar or rod to locate best heat conductor. Keep a chart of each reading. 4. Heat several liquid substances for three minutes and record temperatures at the end of three minutes. 5. Use an ice cube and a piece of dry ice. Place in a dish and observe what happens to each. 6. Discuss how metal can change form. 7. Discuss how things move because of forces acting upon the things. Experiment with the backward thrust that causes us to go forward and body motion that aides fish and worms going forward.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Nuclear Physicists need a good understanding of matter and energy to perform their job.	Concept: Some people use their talents for the good of man by researching new forms of energy to suppliment energy from our natural resources.	Harlandale Audio-Visual Center: filmstrips- C-84 "Energy Unlimited" C-80 "The Scientist--His Way, Your Way" Science for Better Living B-38 "Producing Electricity" Wonderworld of Science"	
Performance Objectives: The child will tell how the nuclear physicist uses matter and energy in his job.	Performance Objectives The child will tell how the nuclear physicist uses his talents.		
Methods: 1. Explain the job of a nuclear physicist and the training for the job. 2. Allow the class to interview a nuclear physicist about his job.	Methods: Discuss the talents of a nuclear physicist that would benefit others--such as nuclear power for submarines (and its advantages) and power for making electricity.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Physical Science Magnetism and Electricity	The child will be able to perform the following activities: 1. Tell at least two sources of electricity. 2. Tell how electricity travels, and name at least two materials that are better conductors. 3. Correctly demonstrate the purpose of switches. 4. List at least three uses of magnets.	Vocabulary: electrician - electricista electricity - electricidad magnetism - magnetismo Concept: Los electricistas usan su conocimiento de magnetismo y electricidad en sus empleos. Performance Objectives: El alumno dirá como los electricistas usan el magnetismo y la electricidad. Methods: 1. Vean y discutan tiras de películas y películas de electricidad y electricistas. 2. Discutan como el magnetismo y la electricidad se usan por los electricistas.	1. Make a list of uses of magnets from experimenting with several types of magnets, seeing how they work for us. 2. Discuss sources of electricity. 3. Experiment with a dry cell battery and a light bulb. Try different materials to test which is a better conductor of electricity from the battery to the bulb. 4. Wire a switch into the circuit of wire from the dry cell battery to the bulb, and experiment to find out why the light comes on and off. 5. Experiment with magnets to find which objects magnets attract and which they will not attract. 6. Use iron filings to show the magnetic fields of bar and horseshoe magnets. 7. Make a static electricity detector, using a bottle and a cork with a paper clip (one end straightened) hanging from the cork inside the bottle, and a strip of foil on the end of the paper clip. Test for static electricity. Rub a plastic comb over a piece of cloth. Hold comb against the end of the paper clip and see what happens to the foil. What happens when it is removed?

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Electricians use the knowledge of magnetism and electricity in their jobs. **Performance Objectives:** The child will tell how magnetism and electricity is used by electricians. **Methods:** 1. View film and filmstrips about electricity and electricians and discuss. 2. Discuss how magnetism and electricity are used by electricians.	**Concept:** One of the standards of character and conduct of Freedom's Code is providing security for self and dependents. **Performance Objectives** The child will tell one thing an electrician does to provide security for himself and his family. **Methods:** Discuss how electricians are able to provide security for themselves and their dependents.	1. Harlandale Audio-Visual Center: AA-55 "Magnetism and Electricity" Sceince for Beginners B-44 "Exploring Magnetism" The Wonderworld of Science Series AA-84 "Gas, Electricity, Plumbing and other Installations" The Story of Building A House Series records with filmstrips- PR-691 (AA-34) "The Electrical Workers" Wonderful World of Work, Set Two PR-760 (CC-65) "Electical Servicers" The Wonderful World of Work 2. Available from ESC Region 20: 4164 "Electricity For Beginners" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Physical Sciences Heat	The child will be able to perform the following activities: 1. Tell how heat travels best. 2. Tell when objects give off the most heat. 3. From a given list of ten objects correctly classify the things that burn easily, from those that will not burn by underlining those that burn easily. 4. Name at least one reason for rapid evaporation.	Vocabulary: engineer - ingeniero, maquinista heat - calor fuel - combustible Concept: Los ingenieros y reparadores de calefacción necesitan saber del calor y los combustibles. Performance Objectives: El alumno dirá del trabajo principal de los ingenieros de calefacción. Methods: 1. Vean y discutan tiras de películas de la calefacción. 2. Discutan la clase de calefacción que se encuentra en casa y en la escuela; si está suficiente caliente o no; si no, ¿saben por qué?	1. Discuss how heat flows by conduction from high temperature to low temperatures. Experiment: Fill a beaker or jar full. Heat to boiling about ¼ jar of water and add food coloring or ink. Pour colored water slowly into jar and watch the color blend with the rest of the mixture without stirring. (Pour into center of jar.) 2. Take temperature readings of water heating every two minutes for 6 minutes and record the readings, Note when it gave off the most heat. 3. Test many objects held over a flame by a pair of forceps and record whether it doesn't burn, will burn, or burns quickly (very inflammable) 4. Place small glasses of water (equal amounts) around the room on window sill, near heater, fartherest from heater, near doorway or fan, outside window and one covered. Measure for evaporation at end of day and end of following day. 5. Discuss what caused the differences in evaporation of the water.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Heating engineers and heating servicemen need to know about heat and fuels. **Performance Objectives:** The child will tell the main jobs of heating engineers. **Methods:** 1. View and discuss filmstrip on heating. 2. Discuss the kind of heating at our home and at our school, and whether it is warm enough or not; if not, do they know why?	**Concept:** Many people use their talents to provide comfort to others. **Performance Objectives** The child will tell how heating engineers contribute to our comfort. **Methods:** 1. Discuss the meaning of comfort and comfortable. Discuss what we need to feel comfortable. Make a list of those things. 2. Tell how the heating engineers provide comfort for us.	Harlandale Audio-Visual Center: filmstrips- C-57 "Cause and Nature of Heat" C-58 "How Heat Causes Expansion" C-59 "How Heat Travels" Heat, Light and Sound Series C-22 "Distributing Heat and Energy" C-24 "Fuels and Heat" General Science Series records and filmstrips- PR-692 (AA-35) Gas and Oil Company The Wonderful World of Work, Set Two PR-76 (CC-66) Gas and Oil Servicers The Wonderful World of Work Series Bilingual Bilingual Dept., H.I.S.D. filmstrip- S-126 Ayudantes para nuestra escuela S-175 Una visita a una granja filmstrip with record - #3 "Working" M-W-60 Living in Mexico Today Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Physical Science Light	The child will be able to perform the following activities: 1. From a given group of ten objects classify things into one group of those through which light passes easily and one group through which light will not pass. 2. Explain and demonstrate shadows.	Vocabulary: engineer - ingeniero light - luz lighting - alumbrado, iluminación artificial Concept: Para hacerse ingeniero del alumbrado se necesita un entendimiento de la luz. Performance Objectives: El alumno podrá decir que es lo que hace un ingeniero del alumbrado en su trabajo. Methods: 1. Con la ayuda de la clase, haga una lista de los trabajos de los ingenieros del alumbrado, como el escoger las luces correctas para hogares o negocios, el alumbrado de estadios, arenas parques, y escenas para representaciones dramáticas, películas, etc. 2. Discutan las diferentes clases de luces que hay en casa y en la escuela. 3. Háganle una entrevista a a un igeniero del alumbrado.	1. Use two jars the same size. Insert a thermometer through a hole in the lid of each. Cover one jar with black paper and put both in a sunny window. Check temperatures after about 10 minutes. 2. Place sand in two small jars and insert a thermometer in each. Cover one with a cloth. Cover the other with a piece of foil. Check temperatures after ten minutes sitting in the sun. 3. Experiment with many different substances to see which cuts out the most light and classify them on a chart: Light passes through and light doesn't pass through. 4. Learn the name for objects through which light can go--transparent. 5. Make a shadow picture. Take a sheet of construction paper and cut out a silhouette of cardboard. Lay it on the construction paper in the sun for the day. Lift cardboard to see the shadow pictures. 6. Discuss differences between transparent, opaque, translucent.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: An understanding of light is necessary to becoming a lighting engineer. Performance Objectives: The child will be able to tell what a lighting engineer does in his work. Methods: 1. Make a list of jobs for lighting engineers, such as selecting the right lights for homes or businesses, lighting stadiums, arenas, parks, and lighting stages for plays or for movies, etc. 2. Discuss our lights at home and at school—different kinds. 3. Interview a lighting engineer.	Concept: One of the standards of character and conduct of the Freedom's Code is to live honorably--develop a good reputation. Performance Objectives The child will tell why he would rather hire an honorable lighting engineer. Methods: 1. Discuss the meaning of honor and honorable. 2. Discuss how an honorable lighting engineer would be a good man with whom to do business and why. 3. Discuss how we can live honorably and develop a good reputation.	Harlandale Audio-Visual Center: filmstrips- A-56 "Light, Heat and Sound" Science For Beginners Series C-60 "Light, and How It Travels" C-61 "Light and Color" Heat, Light and Sound Series CC-7 "Electricity" Community Series: Systems in Our City P-35 "Personal Relationships" Getting Along With Others Series Bilingual 1. Bilingual Dept., H.I.S.D. filmstrip- S-154 Otros trabajadores de la Comunidad filmstrip and record- #2 "Recreation" M-R-60 Living in Mexico Today Series 2. Available from Heffernan Supply Company: 12 Charts for Primary Grades by Didactikon, Luz y Sonido	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Physical Sciences: Sound	The child will be able to perform the following activities: 1. Explain the differences between music and noise. 2. Demonstrate how thin, light strings produce higher sounds than longer, loose strings. 3. Demonstrate how short pipes make a higher sound than longer ones.	Vocabulary: musician - músico sound - son, sonido Concept: Los músicios necesitan un conocimiento de sonidos para desempeñar sus empleos. Performance Objectives: El alumno dirá como los sonidos son importantes para un músico. Methods: 1. Discutan y hagan una lista de los trabajos de los músicos. 2. Vean y discutan películas de música. 3. Discutan las clases de sonidos que hacen los músicos _____ diferentes instrumentos, diferentes calidades de tono, diferentes clases de canciones y música.	1. Pluck a string on a musical instrument, see what happens, discuss what made the sound. Strike a tuning fork. Does it make sound the same way? What is necessary for a sound? (vibrations) 2. Drop a pencil, a book, a jar lid, a can, a rock, and see what happens. Did it make a tone as made by the string or fork? 3. Pluck several strings close together, did each sound like the others? Drop several objects close together did they sound like the strings? Why not? 4. Discuss the differences in sound and noise. 5. Use an auto harp and experiment with the short and long strings finding which are lower in tone. 6. Use short reed flutes and long reed flutes for testing high or low tones or tall bottles and short bottles to blow into.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Musicians need a knowledge of sound to do their job. Performance Objectives: The child will tell how sound is important to musicians. Methods: 1. Discuss and list jobs of musicians. 2. View and discuss the movies on music. 3. Discuss the kinds of sounds musicians can make — different instruments, different voice qualities, different types of songs and music.	Concept: Many talents provide pleasure or entertainment for us. Performance Objectives The child will tell how musicians provide enjoyment for us. Methods: 1. Discuss the kinds of music each child likes best and possibly the name of a favorite song or instrumental selection. 2. Discuss how music makes us feel. 3. Discuss music programs we have attended.	1. Harlandale Audio-Visual Center: filmstrip - C-63 "How Sound Travel" C-62 "Cause and Nature of Sound" Heat, Light, and Sound Series A-56 "Light, Heat, and Sound" Science for Beginners 2. Available from ESC Region XX: 4268 "How Sound Travels" 11 minutes in color 4768 "Sound and How It Travels" 11 minutes in B/W 8682 "Discovering Dynamics in Music" 14 minutes in color 4822 "Discovering Melody" 11 minutes in color 4819 "Discovering Rhythm" 11 minutes color Bilingual Bilingual Dept., H.I.S.D. filmstrip with booklet - "Los Cuatro Cantantes de Guadalajara" La Laguna Beach Language Series storybook and record - The Kingdom of Kibalaboo records-albums and 45 RPMS See your bilingual catalog ESC Region XX: records - 67-029 Mexican Folk Dancers 67-027 Cancioncitas para Chiquitines	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Earth Sciences: Geology - the Earth We Live On	The child will be able to perform the following activities: 1. Define correctly the meaning of: minerals and soil. 2. Identify orally the following rocks, minerals or stones: a. limestone b. sandstone c. granite d. marble e. flint g. coal h. sulphur i. salt 3. Tell the make-up of the above minerals, rocks or stones and name at least one of each.	Vocabulary: earth - tierra, terrestre environment - ambiente geologist - geólogo Concept: Los geólogos estudian la tierra; de lo que está hecha, como se mueve, y como nos surte con un ambiente. Performance Objectives: El alumno dirá de algunos trabajos que los geólogos nos hacen. Methods: 1. Discutan y hagan una lista de los trabajos de los geólogos, como el hallar y identificar minerales, las condiciones volcanicas, y el hallar agua, petroleo gas, etc. 2. Háganle una entrevista a un geólogo acerca de su empleo.	1. Define: geology, soil, minerals. See appendix for Earth information. 2. Make a collection or purchase a collection of stones and minerals. 3. Discuss how rocks are composed of one or more minerals, and how they erode because of rain, sun and wind. 4. Discuss how soil is made up of crumbled rocks and rotted plants. 5. Discuss how sandstone is made of sand grains pressed together under the sea; and how limestone is made in the sea, partly from shells and bones of sea animals; coal is formed from vegetation; marble from limestone; granite - a natural igneous rock of crystalline particles pressed together; flint - impure variety of quartz, sulphur - non-soiluble element found in large deposits near limestone. 6. Discuss uses for: limestone - processing of steel, construction sandstone - construction granite - building, statuary marble - building, home furnishings, statuary flint - lighters and tools coal - heat and energy sulphur - insect repellent, medicine salt - curing meats, antiseptics, seasonings.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Geologists study the earth, what it is made of and how it moves and provides an environment for us. Performance Objectives: The child will tell at least one of the jobs geologists do for us. Methods: 1. Discuss and list the jobs of geologists, such as locating and identifying minerals, studying structure of the earth, volcanic conditions locating water, oil, gas, etc. 2. Interview a geologist about his job.	Concept: We were all endowed with talents which we need to develop and share because man is dependant upon others. Performance Objectives The child will tell how geologists help us in the work they do. Methods: 1. Discuss how we depend upon geologists. 2. Read and discuss the story, "The Feast", p. 74-79, Our Values. Discuss having to take responsibility sometimes when we are still small as Yu Ming in the story has done. Discuss how the family survived because of sharing with each other.	1. Harlandale Audio-Visual Center: filmstrip - A-52 "Our Home, the Earth" Science For Beginners Series A-34 "The Earth" Primary Science Series B-26 "Exploring the Rocks Around Us" B-34 "Mineral Riches of America" The Wonderworld of Science Series B-77 "Using Our Minerals Wisely" Conserving Our Natural Resources X-66 "How Our Earth Began" Z-11 "Rocks and Minerals" 2. Our Values: Human Value Series, Steck Vaughn Co. Bilingual Bilingual Dept., H.I.S.D. filmstrip - #627 "Mountains, Lands, and Volcanoes" Curriculum Filmstrips Series filmstrip with record - #3 "Working" M-W-60, Living in Mexico Today Series Available from Heffernan Supply Co. 12 charts for Primary grades by Didactikon, Cielo y Tierra.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Earth Sciences: Solar System	The child will be able to perform the following activities: 1. Explain orally the job of the sun in the universe. 2. Explain the differences in sizes and distances from the sun of each planet. 3. Explain the meaning of satellites and name which planets have satellites. 4. Explain at least one purpose of man-made satellites.	Vocabulary: astronaut - astronauta solar system - sistema solar space - espacio Concept: Para desempeñar sus empleos los astronautas necesitan saber todo lo del sistema solar y el espacio. Performance Objectives: El alumno dirá como los astronautas usan su conocimiento del sistema solar. Methods: 1. Vean y discutan tiras de película del espacio y del hombre en el espacio. 2. Discutan lo que se ha aprendido de los astronautas. 3. Hablen del conocimiento del sistema solar que sería de beneficio para un astronauta. 4. Háganle una entrevista a un astronauta.	1. Discuss the structure of the solar system, how the sun holds the planets in their orbits. 2. Make a solar chart locating the nine planets in orbits around the sun from closest to farthest from the sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. (See Appendix). 3. Discuss how closeness to the sun relates to heat from the sun. Discuss which is least likely to receive heat and which receives the most heat. 4. Discuss things we know about some of the planets from reference books, size, possibilities of living things there, etc. 5. Define satellite and which planet has a satellite or satellites and what they do. Example: Purpose of our moon. 6. Discuss what we have gained from man-made satellites: conditions in outer space, temperatures, message relayers for radio, television and telephone, weather pictures, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Astronauts need to know all about the solar system and space in their jobs. Performance Objectives: The child will tell how knowledge of the solar system was used by the astronauts. Methods: 1. View and discuss filmstrips on space and man in space. 2. Discuss what we have learned from the astronauts. 3. Tell how knowledge of the solar system would be of benefit to an astronaut. 4. Interview an astronaut.	Concept: Serving our country is a part of our citizenship obligations. Performance Objectives The child will tell how the astronauts showed good citizenship. Methods: 1. Discuss ways that we can show our citizenship responsibilities, such as obeying the laws, voting, serving on juries, military service or whatever we are asked to do, etc. 2. Discuss how we (our room) can show good citizenship.	1. Harlandale Audio-Visual Center: filmstrip - B-19 "The Earth In Space" B-20 "Earth Satellite - Moon" The Earth and the Universe Series. B-31 "How Did Our Solar System Begin" B-32 "Natural and Man-Made Moons" The Wonderworld of Science Series B-49 "The Solar System" The Earth and It's Neighborhood In Space Series C-74 "Man In Space" Space and the Atom Series B-82 "Man in Space" B-83 "Space Travel 2000 A.D. Space and Space Travel Series 16mm film - 16-202 "American in Orbit" (Glenn) 10 minutes in B/W 16-245 "Mission: 22 Orbits" 8 minutes B/W 16-201 "United States Space Pioneer" (Shepherd) 8 minutes in color 2. Available from Milliken Publishing Company, St. Louis, Missouri, The Earth, Sun and Stars, a transparency and duplicating book.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Earth Science: Meteorology	The child will be able to perform the following activities: 1. Explain cloud formations and name correctly at least three types of clouds. 2. Demonstrate wind measurement. 3. Explain the "water cycle." 4. Explain dew formation. 5. Demonstrate tornado formation.	Vocabulary: meterology - meteorología weather - tiempo weatherman - el que da el pronóstico de tiempo Concept: Los que pronóstican el tiempo necesitan el conocimiento de meteorología para desempeñar sus trabajos. Performance Objectives: El alumno dirá como el meteorologista usa la meteorología en su trabajo. Methods: 1. Escuchen y discutan las cintas "cassette" de la Oficina de Señales Meteorológicas. 2. Háganle una entrevista a un meteorologista acerca de su trabajo y su instrucción. 3. Como asignación de tarea, pídale a los estudiantes que escuchen el pronóstico del tiempo en la radio o la televisión, y que reporten luego en la velocidad del viento, la temperatura, la indicación del barómetro, etc.	1. Boil water and watch the evaporation process. Place a metal pan about 12" from steam and see how it condenses or collects on the cooler metal. 2. Discuss how moisture evaporates from the earth and rises to the cooler atmosphere and forms clouds which will eventually return the moisture as rain and the cycle repeats. 3. Discuss cloud formations: low clouds- cumulus and stratus; high clouds- cirrus; high and low clouds- cumulo-numbus. (See Appendix) 4. Use flannel graph materials of clouds and cloud formations and discuss each kind of cloud. 5. Observe outside cloud conditions and make predictions. 6. Make an animometer from paper cups, tinker-toy sticks, and axles. Color one red or mark in some way to count the turns to measure wind velocity. 7. Discuss how water from the surrounding air collects on cooler things and forms dew. 8. Make a tornado. Fill a quart jar with water, about 5 drops of blue coloring, a few Ivory flakes, and about 20 BB shots. Screw on the lid and shake in a circular motion. Stop and observe the tornado in the middle of the jar.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Weathermen need the knowledge of meteorology in order to perform their jobs. Performance Objectives: The child will tell how a weatherman uses meteorology skills in his job. Methods: 1. Listen to and discuss the cassette tape of the weather station. 2. Interview a weatherman about his job and the training for the job. 3. As a homework assignment ask the children to listen to the television or radio weather report and bring back report of wind velocity, temperature, barometer reading, etc.	Concept: Being able to provide a service gives a feeling of well being. Performance Objectives The child will tell what service is provided by the weatherman. Methods: 1. Discuss what service the weatherman provides us. 2. List things for which weather reports are important. 3. Discuss a service each of us could provide for someone.	1. Harlandale Audio-Visual Center: filmstrip - D-12 "Finding Out About the Sky" Basic Primary Science Series B-8 "It's All Weather" The Wonders of Nature Series A-33 "Our Weather" Primary Science Series A-58 "New Why Does the Weather Change" New Basic Weather Series B-42 "Let's Build a Weather Station" The Wonderworld of Science Series D-22 "Where Do Clouds Come From?" First Experiments About Weather Series cassette tape - Cas. T-75 "Visiting a Weather Station" 2. Available from Milliken Publishing Company, St. Louis, Missouri The Earth, Sun, and Stars. p. 7 The Atmosphere p. 8 The Clouds transparencies and duplicating pages. Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-113 Lo que el otoño significa para nosotros S-130 Lo que el invierno significa para nosotros	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Earth Science Oceanography	The child will be able to perform the following activities: 1. Explain the difference in sea water and fresh water. 2. Explain why the sea is salty. 3. Name at least three things of the sea that are of benefit to mankind.	Vocabulary: current - corriente, movimiento de las aguas depth - hondura ocean - océano, mar oceanographer - océanografio Concept: Un océanografio necesita saber de las corrientes del océano, las honduras del agua, las plantas y los animales del océano y información de las temperaturas del agua. Performance Objectives: El alumno nombrará algunos empleos asociado con la oceanografíah. Methods: 1. Hagan una lista de empleos asociados con la oceanografíah y díscutanlos. 2. Háganle una entrevista a un océanografio acerca de su empleo y su instrucción. 3. Vean y discutan películas sobre la industria del pez y de los beneficios de esta industria.	1. If possible examine sea water and tap water. 2. Discuss what you might find in fresh water, in sea water. 3. Explain why the sea is salty and where it gets its water. 4. Explain the uses man has made of the ocean and list them. 5. Discuss whether sea water evaporates. Experiment to see if sea water evaporates and if so - is the vapor salty? Boil some salt water and check to see if steam forms. Hold a glass or a beaker upside down with forceps over the vapor. Catch any "drippings" in another glass. Taste to see if it is salty. Discuss how this relates to the salty ocean. 6. Use a map or globe to see how much of our earth is water (oceans). (See Appendix)

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: An oceanographer needs knowledge of ocean currents, water depth, plant and animal life of the ocean and water temperature information. Performance Objectives: The child will name some of the jobs associated with oceanography. Methods: 1. List jobs associated with oceanography and discuss them. 2. Interview an oceanographer about his job and the training for his job. 3. View filmstrips of the fishing industry and discuss them and talk about how this industry benefits man.	Concept: Providing a service gives a feeling of well being. Performance Objectives The child will tell what services are provided by oceanographers. Methods: 1. Discuss the services provided by oceanographers. 2. Discuss services that we might provide to help others.	1. Harlandale Audio-Visual Center: filmstrip - D-11 "Finding Out About Land, Air and Water" Basic Primary Science Series A-70 "Animals of the Sea and Shore" True Book, Natural Science Series A-6 "Low Tide At the Beach" Nature Study Stories Series D-42 "Seal Island" True-Life Adventure Series D-30 "Plants and Strange Animals of the Sea" D-31 "Shellfish of the Seashore" Water Life Series C-44 "Miracle of the Sea" C-99 "Plants and Animals Under the Sea" Z-10 "Oceans" True Book of Physical Sciences AA-94 "Commercial Fishing" Americans At Work Series CC-33 "Harvest From the Sea" America: People, Products, Resources Series Bilingual ESC Region XX: film - 8504 Secretos del Mundo Submarino	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Conservation of soil water, air, wildlife and natural resources.	The child will be able to perform the following activities: 1. Tell correctly at least one way we can conserve our soil. 2. Tell correctly at least one way we can conserve our wildlife. 3. Tell at least one way we can conserve our natural resources.	Vocabulary: conservation - conservación farmer - labrador, hacendado, ranchero natural resources - riquezas naturales Concept: El uso correcto de las riquezas naturales y el conocimiento de la conservación son necesarios para tener éxito en la agricultura. Performance Objectives: El alumno dirá de dos maneras con las cuales el ranchero puede mejorar el terreno en su rancho. Methods: 1. Discutan las actividades de los rancheros. 2. Discutan las necesidades para cultivar plantas, como semillas, fertilizante, agua, solana, buena tierra, equipo para labrar la tierra, etc. 3. Discutan el proyecto del gobierno de dejar de cultivar ciertos terrenos año tras año. 4. Discutan maneras de mejorar la tierra.	1. Discuss what happens to soil when it is used over and over again. Discuss what could be done to prevent worn out soil. 2. Discuss what is happening to our lakes and rivers and soil near each - much is washing away and polluting the water. 3. Discuss what is happening to the air and what can we do about it. 4. Discuss wildlife - are all species still living today, if not why not, - what is being done about it, and how we can help. 5. Discuss the meaning of natural resources. Make a list of some. Discuss what is happening to some of these natural resources and what can be done.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Proper use of natural resources and conservation knowledge are necessary for successful farming. **Performance Objectives:** The child will tell at least two ways the farmer could improve the soil on his farm. **Methods:** 1. Discuss the job activities of farmers. 2. Discuss the needs for growing plants, such as seeds, fertilizer, water, sunshine, good soil, equipment to till the soil, etc. 3. Discuss the government plan of putting soil in the "soil bank." 4. Discuss ways of improving the soil instead of using it until all the food is depleted in the soil.	**Concept:** When we make mistakes we should try to make restitution as far as possible. **Performance Objectives** The child will tell what it means to make restitution. **Methods:** 1. Read and discuss the story, "Forest Fire" p. 1-6 of *Our Values*. Discuss how Don and his father made restitution. 2. Discuss a time we might have made restitution for a mistake at home or at school.	1. Harlandale Audio-Visual Center: curriculum filmstrip - D-7 "Finding Out How Plants Grow" D-8 "Finding Out How Baby Animals Grow" D-11 "Finding Out About Land, Air, and Water" *Basic Primary Science Series* A-96 "What Is Conservation" A-97 "Saving Our Soil" A-98 "Enough Water for Everyone" A-99 "Improving Our Grasslands" A-100 "Using Our Forest Wisely" B-76 "Giving Our Wildlife a Chance" B-77 "Using Our Minerals Wisely" cassette tape and filmstrip - Cas. T-2 (BB-13) "The America Farmer" *The American Farmer and Our Food Supply* Bilingual Bilingual Dept., ESC Region XX: film - 8503 *Secretos del Mundo de las Plantas* 43003 *Una Hacienda Mexicana* Bilingual Dept., H.I.S.D. filmstrip - S-172 *La Ciudad y el Campo se necesitan uno a otro* S-186 *Comestibles del Campo* S-175 *Una Visita a una Granja*	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Life Science Living Things needs	The child will be able to perform the following activities: 1. Name four things that all living things need. 2. Name four things that plants need to live. 3. Name four things that animals need to live.	Vocabulary: biology - biología biologist - biólogo living thinsgs - cosas que tienen movimiento y vida (animales, plantas) Concept: Los biólogos necesitan saber de todo lo que tiene vida y movimiento. Performance Objectives: El alumno dirá como un biólogo usa su conocimiento de los animales y las plantas. Methods: 1. Definen biología y biólogo. Discutan los trabajos de un biólogo y hagan una lista de estos. 2. Háganle una entrevista a un biólogo o a una maestra de biología acerca de su trabajo y su instrucción o educación. 3. Discutan lo que tienen que saber esas personas de los animales y las plantas.	1. Discuss how there are four things that all living things need: food, water, air, heat. Discuss why these are needed. 2. Discuss the needs of plants: soil (food), water, air and heat, and light. Experiment with plants and deprive each of one of the above needs and see what happens. 3. Discuss and demonstrate ways plants reproduce and grow — seeds, cuttings, budding or grafting. 4. Classify plants into large or small plants. 5. Discuss how plants store food in their roots, stems, bulbs, leaves or fruits. 6. Discuss what animals need in order to live and how some are hatched and some are live born.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Biologists need to know about the needs of living things. **Performance Objectives:** The child will tell how a biologist uses knowledge of living things. **Methods:** 1. Define biology and biologist. Discuss the jobs of a biologist, and make a list of them. 2. Interview a biologist or biology teacher about his job and job training. 3. Discuss things they need to know about living things.	**Concept:** Part of our responsibility of citizenship should be a growing concern for the world in which we live. **Performance Objectives** The child will tell what citizens can do to improve our living conditions. **Methods:** 1. View and discuss the film about America. Discuss citizens' responsibilities. 2. Discuss how biologists can help us plan for improving the environment for living things.	1. Harlandale Audio-Visual Center: curriculum filmstrip - Z-1 "The World of Living Things" Science for Beginners Series D-25 "Life in Ponds, Lakes and Streams" P-67 "How Insects Help Plants Grow" Helpful Insects Series Z-63 "Birds Get Ready for Winter Z-64 Animals Get Ready for Winter Z-66 Plants Get Ready for Winter" Autumn Is Here Series B-1 "Trees: Man's Best Known Plants" The Wonders of Nature Series 2. Education Service Center, Region XX: 4019 American: My Country 11 minutes in color 4751 Living Things are Everywhere, 11 minutes in color Bilingual Bilingual ESC Region XX - film - 8503 Secretos del mundo de las Plantas 4703 Tú-Animal Humano Available from Heffernan Supply Co. 12 charts for Primary Grades, Didactikon, Mundo Animal	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Life Science Animal adaptations to habitats	The child will be able to perform the following activities: 1. Classify pictures of animals by a list of habitats supplied by the teacher. 2. Tell at least one reason why he would place the animal in that habitat.	Vocabulary: zoo - jardín zoológico zookeeper - guarda de jardín zoológico habitat - habitación Concept: Los guardas de jardines zoológicos necesitan saber de las habitaciones y la comida de los animales para desempeñar sus trabajos. Performance Objectives: El alumno dirá como los guardas de jardines zoológicos usan su conocimiento de las habitaciones de los animales. Methods: 1. Háganle una entrevista a un guarda de un jardín zoológicc acerca de su trabajo y la instrucción que se necesita. 2. Discutan como el guarda necesita saber de las habitaciones de los animales para ajustar el ambiente del jardin de una manera que se le puedan acomodar las necesi-de los animales. 3. Vean y discutan la película "El Jardín Zoológico."	1. Classify pictures of animales, fish, birds, reptiles according to habitats: Desert, Jungle, Mountains, Grasslands, Forests, Fresh Water or Ocean. 2. Read about the various wildlife eating habits and colorings and discuss how they adapted to the region where they are most often found. 3. Discuss zoo animals and how they are able to adapt to their new surrounding and what most zoos provide to help them adapt.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Zoo-keepers need to know about animal habitats and food in order to perform their jobs. Performance Objectives: The child will tell how zoo-keepers use the knowledge of animal habitats. Methods: 1. Interview a zookeeper about his job and the training needed for his job. 2. Discuss how the zoo-keeper needs to know the habitats of animals in order to adapt the zoo environment to more closely fit the needs of the animals. 3. View and discuss the film, "The Zoo".	Concept: One way to show kindness is by helping others. Performance Objectives The child will tell how the zookeepers can show kindness. Methods: 1. Read and discuss the story "Consuela's First Snow" p. 50-56, Our Values. 2. Discuss how the children showed Consuela kindness in helping her adjust to a new climate and new people. 3. Discuss how zookeepers can show kindness.	1. Harlandale Audio-Visual Center: 16mm film - 16-5A "Animal Homes" 11 minute in color 16-174 "The Zoo" 10 minute in color filmstrip - A-15 "Finding Out How Animals Live" Basic Primary Science A-27 "Plants and Animals in the Spring" Country Field Trips Series Z-64 "Animals Get Ready for Winter" Autumn Is Here Series Z-17 "Animal of the Zoo" Beginning Nature Study Series 2. Available from ESC Region XX: Our Values: Human Values Series Steck-Vaughn Company Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-131 "Los Animales en el Invierno" S-194 "Un día en el Parque Zoológico" filmstrip with record - #2 "Recreation" M-W-60, Living In Mexico Today Series Available from Hefferman Supply Co. 12 charts for Primary Grades, Didactikon, Mundo Animal.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Life Science Classification	The child will be able to perform the following activities: 1. Classify animals into groups of his choice and tell what criteria he used. 2. Classify plants into groups of his choice and tell what criteria he used.	Vocabulary: zoologist - zoólogo classification - clasificación zoology - zoología Concept: Los zoólogos necesitan las destrezas de las clasificaciones de animales para desempeñar sus empleos. Performance Objectives: El alumno dirá como los zoólogos usan las clasificaciones de animales en el desempeño de sus empleos. Methods: 1. Discutan el empleo de un zoólogo con la informacion de las enciclopedias. 2. Con la ayuda de los alumnos haga una lista de las actividades de un zoólogo. 3. Lean cuentos de las Enciclopedias Childcraft, Volume 5, p. 212, y Volume 1 p. 114-117 y discutan el trabajo de los zoólogos.	1. Discuss ways of classifying wildlife - fur bearing, non-fur bearing; things that fly and thing that can not fly; things in the water, things out of water; egg layers, live bearers; polar habitats, tropical habitats; meat eaters - non meat eaters; vegetarians or non-vegetarians; warm blooded, cold blooded; those that hibernate and those that do not, etc. 2. Discuss which would be the best way of classifying and why. 3. Compare differences in plants and animals - food, growth, reproduction, life span, etc. 4. Classify plants into many categories.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Zoologists need the skills of animal classification in performing their jobs. Performance Objectives: The child will tell how zoologists use animal classification in the performance of their jobs. Methods: 1. Discuss the job of a zoologist from information found in encyclopedias. Make a list of some of the activities of zoologists with pupil help. 2. Read stories from Childcraft Encyclopedias, Volume 5, p. 212 and Volume 1, p. 114-117 and discuss the work of zoologists.	Concept: One of the standards of character and conduct of Freedom's Code is to have convictions. Performance Objectives The child will tell how a zoologist can have convictions. Methods: 1. Discuss the meaning of convictions and having convictions. 2. Discuss how zoologists need to have convictions about animal life and preserving animal life - all species.	1. Harlandale Audio-Visual Center: filmstrip - B-78 "Learning About Mammals" B-79 "Learning About Birds" B-96 "Learning About Amphibians" B-97 "Learning About Reptiles" B-98 "Learning About Insects" B-99 "Some Water Animals" Different Kinds of Animals Series B-54 "How To Recognize Birds" B-56 "How To Identify Moths and Butterflies" Basic Nature Study Series D-7 "Finding Out How Plants Grow" Basic Primary Science Series B-1 "Trees: Man's Best Know Plants" The Wonders of Nature Series A-14 "Finding Out About Seeds, Bulbs and Slips" Basic Primary Science Series Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-131 "Los Animales en el invierno" S-194 "Un Día en el Parque Zoológico" Available from Heffernan Supply Co. 12 charts for Primary Grades, Didactikon, Mundo Animal. Laminas Educativas, 6"x10", set of 20 Animales.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Life Science Aquariums	The child will be able to perform the following activities: 1. Classify all the plants in the aquarium and tell why he chose that criteria. 2. Classify all the fish in the aquarium into two groups: egg layers and live bearers. 3. Classify the aquarium workers by the jobs they do: Top feeders Bottom feeders, Scavengers Glass and plant cleaners Middle feeders 4. Tell how to set up an aquarium and list what it needs. 5. Tell the best temperature for an aquarium.	Vocabulary: aquarium - acuario owner - dueño pet - animal domesticado shop - tienda Concept: Los dueños de tiendas de animales domesticados necesitan saber de acuarios. Performance Objectives: El alumno dirá por que un dueño de tienda de animales necesita saber de acuarios. Methods: 1. Discutan todas las actividades de los dueños o guardas de tiendas de animales domesticados además de acuarios y plantas y peces de acuarios. 2. Háganle una entrevista a un guarda de tienda de animales acerca de su trabajo y la instrucción necesaria. 3. Discutan por que necesita saber de acuarios.	1. Materials: 5 gallon tank, heater, pump, filter, thermometer, 3 boxes gravel, 3 or 4 varieties of live plants, an algae eater, a loach, a snail, male and female red platys, male and female guppies, male and female zebra danios, male and female black tetras, male and female black mollies, tropical fish food, lighted hood, dip stick, net, book about tropical fish (available from pet shops). 2. Set up the aquarium and get the water temperature to 75°F before getting the fish. Using the tropical fish book, begin learning the names of the fins and determining the kind of fish and classifying them into categories of their choice, but must be able to tell reasons for doing so. 3. Discuss jobs of each member of the aquarium. 4. Prepare a "baby" tank in case of additions. Hunt for eggs in the aquarium.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Pet shop owners need to know all about aquariums. Performance Objectives: The child will tell why a pet shop owner needs to know about aquariums. Methods: 1. Discuss all activities of pet shop owners or keepers besides aquariums, and plants and fish for aquariums. 2. Interview a pet shop keeper about his job and the training needed for his job. 3. Discuss why he needs to know about aquariums.	Concept: Providing pleasure for others as well as a livelihood for themselves gives a feeling of well being. Performance Objectives The child will tell how a pet shop owner provides pleasure for others. Methods: 1. Discuss how pet shop owners or keepers provide pleasure for others. 2. Discuss how we can give pleasure to others. 3. Discuss how pet shop owners provide an income for themselves and their families.	1. Harlandale Audio-Visual Center: filmstrip - D-29 "Keeping An Aquarium" D-25 "Life In Ponds, Lakes, and Streams" D-26 "Small Fresh Water Animals and Insects" Water Life Series Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-145 "La Gatita que desobedeció" filmstrip with record - "The Four Singer of Guadalajara, Laguna Beach Language Series ESC Region XX film - 8504 Secretos del Mundo Submarino Available from Heffernan Supply Co. 12 charts for Primary Grades, Didactikon, Set of 20 Laminas Educativas, 6"x10", Animales	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Health The Human Body: Bones	**The child will be able to perform the following activities:** 1. Describe the body framework. 2. Tell at least one purpose of the rib cage. 3. Classify the structure of the human body into bones, muscles, and blood with at least one sub-catagories under each.	Vocabulary: bone - hueso purpose - utilidad, designio, uso specialist - especialista structure - construcción Concept: Los especialistas de huesos necesitan saber de la construcción y las utilidades de los huesos. Performance Objectives: El alumno dirá de una razón por que los especialistas de huesos necesitarían saber de la construcción de los huesos. Methods: 1. Con la ayuda de los alumnos, haga una lista de todas, las ocasiones en que ellos, o algún miembro de la familia, necesitaron un especialista de huesos. 2. Háganle una entrevista a un especialista de huesos, preguntándole acerca de su empleo y su instrucción.	1. Discuss how the body parts are dependent upon one or more other parts. 2. Discuss the make-up of the human skeleton -more than two hundred bones of different shapes and sizes and how they are connected to form a skeleton to support and protect body parts. 3. Count the bones in their hands and fingers, and feel how they are connected. 4. Observe a bone from the meat market - the hard outer cover, porous layer and marrow in the center, and discuss the purpose of the marrow. 5. Learn the meaning of joints and hinge joints. Make a list of the hinge joints. 6. Learn the meaning of spine, rib cage, breastbone, skull, and the work they do. 7. Discuss how bones grow at different rates and different lengths and thicknesses, as we grow up.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Bone specialists need to know all about bone structure and the purposes of the bones. Performance Objectives: The child will tell one reason why bone specialists would need knowledge of bone structures. Methods: 1. With children's help make a list of all the reasons any of the children or some member of their family needed a bone specialist. 2. Interview a bone specialist about his job and his training.	Concept: One of the standards of character and conduct of Freedom's Code is to help those in need. Performance Objectives The child will tell one way in which a bone specialist was helpful. Methods: 1. Discuss how bone specialists can help others. 2. Discuss ways by which we might help others. 3. Allow students to tell about how someone helped them or they helped someone else.	1. Harlandale Audio-Visual Center: filmstrip - U-30 "You the Human Being" P-8 "You and Your Growth" Walt Disney's This Is You Series 16mm film - 16-355 "About the Human Body" 15 minutes in color 2. Education Service Center, Region XX: 8660 "Your Body and Its Parts" 11 minutes in color 3. Science 3: Laidlow Science Series, Laidlow Brothers Publishers. Bilingual Available from Hefferman Supply Co. Set of 30 Laminas Educativas El Cuerpo Humano	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Health The Human Body: muscles	The child will be able to perform the following activities: 1. Tell at least one purpose of muscles and demonstrate at least one use of his arm muscles and at least one use of his leg muscles 2. Tell where at least four muscles are located. 3. Tell at least one way to develop muscles and keep them strong.	Vocabulary: muscle - músculo physical - físico therapist - curativo Concept: Los curativos físicos necesitan saber de músculos para desempeñar su empleo. Performance Objectives: El alumno dirá como un curativo físico usa su conocimiento de los músculos. Methods: 1. Permita que los alumnos cuenten de alguna vez en que ellos, o alguien que ellos conocen, tuvieron que tener terapéutica fisica. 2. Háganle una entrevista a un curativo físico, preguntándole acerca de su empleo y la instrucción necesaria. 3. Discutan las actividades que un curativo tenga que hacer usando su conocimiento de músculos.	1. Discuss where the muscles are and what they do(they are all outside the skeleton and help the body move). 2. Hold out your arm and feel it with your other hand. Tell what you feel. Tighten the fist on that hand and feel what happened and discuss why it happened. 3. Use World Book or Childcraft Encyclopedias to locate pictures of muscles and more information on muscles. 4. Discuss the importance of exercise to strengthen muscles. 5. Discuss the heart and lung muscles and their work, and the purpose of the diaphragm. 6. Bring a chicken foot with the tendon intact from a meat market. Pull the tendon to see what happens to the chicken foot and compare this movement with our muscles and tendons.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Physical therapists need to know about muscles to perform their jobs. **Performance Objectives:** The child will tell how a physical therapist uses his knowledge of muscles. **Methods:** 1. Allow children to tell about a time they, or someone they know, had to have physical therapy. 2. Interview a physical therapist about this job and his job training. 3. Discuss the activities a therapist might perform, using knowledge of muscles.	**Concept:** One of the standards of character and conduct of Freedom's Code is to be kind. **Performance Objectives** The child will tell why it is important that a physical therapist show kindness. **Methods:** 1. Discuss how a physical therapist can show kindness. 2. Discuss how we would feel about going to a therapist who was not kind. 3. Discuss how we can show kindness to others, or how they have shown kindness to us.	1. Harlandale Audio-Visual Center: filmstrip - U-50 "Posture and Exercise" The Human Body Series II L-73 "Your Exercise and Posture" Good Health Habits Series record with filmstrip - PR-141 (Q-86) "Why Physical Education" 16mm film - "Exercise for Happy Living" 13½ minutes in color 2. Education Service Center, Region XX: 8660 "Your Body and Its Parts" 11 minutes in color 3. Science 3, Laidlow Science Series Laidlow Brothers - Publishers Bilingual Available from Heffernan Supply Co., San Antonito. Set of 30 Laminas Educativas, El Cuerpo Humano	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Health The human body: blood	The child will be able to perform the following activities: 1. Describe correctly the part the heart and lungs play in the blood vessels' system. 2. Name at least two components of the blood. 3. Tell where blood is made in the body. 4. Tell two kinds of blood cells in our bodies.	Vocabulary: biology - biología blood - sangre specialist - especialista Concept: Un especialista de la sangre tendría que saber todo lo de la sangre para desempeñar su empleo en la biología. Performance Objectives: El alumno dirá de una cosa que el especialista necesitaría saber de la sangre. Methods: 1. Discutan el trabajo de un especialista de sangre y por qué necesitaríamos un especialista 2. Permita que los alumnos aprendan lo que significa anemia, el envenenamiento de la sangre y anticuerpos. 3. Háganle una entrevista a esta clase de biólogo, si es posible. 4. Discutan por que tendría que saber todo lo de la sangre.	1. Discuss the purpose of blood in the body and what part the heart and lungs play in the movement of the blood through the body. 2. Feel your wrist until you can find your pulse. The movement we feel is part of the pumping process of the heart sending blood to all parts of the body and returning it to the heart and lungs for new oxygen and food supplies before going out again. The pulse we feel is the vessel from the heart. The returning vessels are the little blue lines we see in our wrists. 3. Discuss where it is made - in the bone marrow and in the spleen where tiny platelets or cells are made and grow into white cells and red cells. Discuss what each type of cells does.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A blood specialist would need to know all about blood to perform his job in biology. Performance Objectives: The child will tell one thing a blood specialist would need to know about blood. Methods: 1. Discuss the job of a blood specialist, and why we might need a specialist. 2. Learn the meaning of anemia, what we mean by blood poisoning, and anti-bodies. 3. Interview this type biologist, if possible. 4. Discuss why he would need to know all about blood.	Concept: One of the standards of character and conduct of Freedom's Code is to use talents wisely. Performance Objectives The child will tell one way in which a blood specialist could use his talents. Methods: 1. Discuss how a biologist could use his time and talents wisely. 2. With children's help make a list of activities this type of biologist could perform to help us.	1. Harlandale Audio-Visual Center: 16 mm film- 16-178 "Circulation--Why and How" 10 minutes in color filmstrip- U-42 "Heart and Circulation" The Human Body Series 2. Science 3: Laidlow Science Series Laidlow Brothers Publishers Bilingual Available from Heffernan Supply Co., San Antonio, Texas: Set of thirty Laminas Educativas El Cuerpo Humano	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Safety	The child will be able to perform the following activities: 1. List at least three safety rules for health. 2. Contribute to a list of safety rules for school and getting to and from school. 3. Explain why we study safety and should practice safety. 4. Tell what to do in case of a tornado alert.	Vocabulary: basic - básico civil defense - defensa civil safety - seguridad Concept: Los empleados de la defensa civil necesitan un entendimiento de la seguridad básica para desempeñar sus trabajos. Performance Objectives: El alumno contará a lo menos de una manera en que un trabajador de la defensa civil usa su conocimiento de seguridad en su empleo. Methods: 1. Discutan los trabajos de los empleados de la defensa civil y hagan una lista de algunas de sus actividades. 2. Háganle una entrevista a alguien de la defensa civil acerca de sus actividades y la instrucción necesaria. 3. Discutan cuando necesitaríamos su ayuda.	1. View films on health care and discuss them. 2. Make large posters for the most important safety rules to display in the room or around school. 3. Discuss why we study safety at school - to keep us informed and prepared for what to do in emergencies. 4. Use material and films, if possible, from the local Civil Defense Office or Red Cross giving information about what to do in emergencies. 5. Invite speakers from the Safety Patrol, Civil Defense, Red Cross or Explorer Scouts to tell about their work during emergencies.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Civil defense workers need an understanding of basic safety to perform their jobs. Performance Objectives: The child will tell at least one way a civil defense worker uses safety knowledge in his job. Methods: 1. Discuss the jobs of civil defense workers and list some of their activities. 2. Interview someone from civil defense about his job activities and the necessary training. 3. Discuss when we might need their help.	Concept: One of the obligations of citizenship is obedience. Performance Objectives The child will be able to tell one way obediences would help in a time of crisis. Methods: 1. Discuss the importance of following suggestions of civil defense workers in time of crisis - such as evacuation for bomb threats, tornado, etc. 2. Discuss the importance of keeping calm and following directions quickly.	1. Harlandale Audio-Visual Center: 16mm film - 16-141 "Safety On the Street" 11 minutes in color 16-278 "Safety Rules for School" 10 minutes in color filmstrip - U-9 "Safety to and From School" U-10 "Safety At School" U-11 "Safety on the Playground" U-12 "Safety At Home" Health and Safety Series 2. Education Service Center,,Region XX: 4014 "Safe Living At School" 11 minutes in color 4069 "Safety - Walk to School" 11 minutes in color 8663 "Safety at Home" 16 minutes in color 8664 "Safety on the Playground" 16 minutes in color 4100 "Safety Rules at School" 10 minutes in color Bilingual Bilingual Dept. H.I.S.D. filmstrip - S-118 "Yendo a la escuela con seguridad" S-126 "Ayudantes para nuestra escuela" S-154 "Otros Trabajadores de la comunidad"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Pollution of air, soil and water	The child will be able to perform the following activities: 1. Name at least three things that cause air pollution. 2. Name at least three things that cause water pollution 3. Name at least two things that cause soil pollution.	Vocabulary: biology - biología chemistry - química ecology - el estudio de ambiente ecologist - ecólogo physics - física Concept: Los ecólogos necesitan saber las destrezas de biología, química, y física para desempeñar su empleo. Performance Objectives: El alumno contará de una cosa que contribuyen los ecólogos a nuestro ambiente. Methods: 1. Discutan el trabajo de los ecólogos y de la instrucción necesaria para el empleo. 2. Háganle una entrevista a un ecólogo acerca de su trabajo y su educación. 3. Vean y discutan las películas de la ecología, por que necesitamos ecólogos, y de lo que podemos hacer para ayudar con la ecología.	1. Read some of the pollution stories from Scrubadubba Dragon to the class and discuss the picture. 2. Assign homework of looking for signs of pollution in their neighborhood or near school, and discuss and list some of these. Discuss how we can help. 3. List some things that pollute air, things that pollute water, and things that pollute soil. 4. Discuss our country in the early days and whether or not there was pollution and why or why not. 5. Make some predictions about what our country could be like 50 years from now if we do not do something about remedying the pollution problem.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Ecologists need to know the skills of biology, chemistry and physics to perform their jobs. Performance Objectives: The child will tell one thing ecologists contribute to our environment. Methods: 1. Discuss the job of ecologists and their training for the job. 2. Interview an ecologist about his job and his training. 3. View and discuss the films on ecology. Talk about why we need ecologists and what we can do to help with ecology.	Concept: One of the standards of character and conduct of the Freedom's Code is to defend basic rights. Performance Objectives The child will tell one way an ecologist can help defend our right to a good earthly environment. Methods: 1. Discuss whether or not we all have the right to a good earthly environment. 2. Discuss what we must do to keep our environment clean and healthy and abundant with wildlife.	Harlandale Audio Visual Center: 16 mm film: 16-496 "Conservation and Our Forests" 15 minutes in color 16-400 "Wonders of Water" 12 minutes in color Filmstrips: A-96 "What is Conservation" A-97 "Saving Our Soil" A-98 "Enough Water For Everyone" A-99 "Improving Our Grassland" A-100"Using Our Forests Wisely" B-76 "Giving Our Wildlife a Chance" B-77 "Using Our Minerals Wisely" Conserving Our National Wildlife Series Bilingual: Bilingual Department, H.I.S.D. Filmstrips: S-154 "Otros Trabajadores de la Comunidad" S-160 "Lo que la primavera significa para nosotros" S-166 "La Gran Ciudad" S-169 "¿Como la gente se gana la vida?" Available from ESC Region 20: Filmstrip: 69-609 "Spring Comes To The Forest" (Bilingual Education)	

SOCIAL STUDIES - THIRD GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Communities are groups of individuals who adapt to the environment	The child will be able to perform the following activities: 1. List at least two ways he and his family adapted to our city environment. 2. Tell at least one way a family of another country adapts to their environment. 3. Tell at least what changes would be necessary for families of another country coming into our city.	Vocabulary: community - comundidad dependent - dependiente food - comida, alimento shelter - amparo Concept: Toda la gente en una comunidad tiene que trabajar para surtirse de las necesidades básicas—el aire limpio, el alimento puro, el calor, el amparo—para si misma y sus dependientes. Performance Objectives: El alumno podrá decir cuales piensa él que son los cinco empleos más importantes de la comunidad y porque lo son. Methods: 1. Discuta por que la gente trabaja y como cada uno depende del trabajo de otros. 2. Ponga una lista en la pizarra de los empleos en la comunidad y deje que los alumnos digan como los empleos nos benefician.	1. Have children investigate the differences and likenesses of the different home environments, customs of small groups such as clubs or scouts. 2. Discuss how the family buys clothes because of their local needs, food and homes according to availability, and entertainment because of opportunities. 3. Have children compare living standards of other families with our families after viewing audio visual materials. 4. Discuss things in our environment that would be strange to people from Ghana, China, and India.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: All people in a community have to work to provide for the basic need of clean air, pure food, warmth and shelter for themselves and their dependents. Performance Objectives: The child will be able to tell what he thinks are the five most important jobs of the community and why. Methods: 1. Discuss why people work and how each is dependent upon the work of others. 2. List on the board jobs in the community and have students tell how the jobs are of benefit to us.	Concept: One of the standards of character and conduct of the Freedom's Code is to provide security for oneself and one's family. Performance Objectives The child will be able to tell why an income is important to his family. Methods: 1. The child will discuss why it is important to provide security for oneself and one's family. 2. See Living With Me and Others, Level C.	1. Harlandale Audio-Visual Center: record with filmstrip - PR-427 - "Neighborhoods of Many Kinds" 16mm film - 16-177 "The Clothes We Wear" 11 minutes 16-50 "Eat For Health" 11 minutes B/W 16-83 "How We Cooperate" 11 minutes B/W 2. Available from Career Education Counsellors: filmstrip and record - "Families Around the World" Families, Schools, and Neighborhoods, Field Educational Enterprises, Social Studies Kit. 3. ESC Region XX: Living With Me and Others, Level C, Character Education Curriculum Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-113 "Lo Que El Otoño Significa Para Nosotros" S-148 "El Burro Que Pretendió Ser Leon" S-154 "Otros Trabajadores De La Comunidad"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Adaption: Man is a product of his heredity and his environment	The child will be able to perform the following activities: 1. List physical features that he or members of his family feel are characteristic of his family. 2. Tell of personality traits that are from his family. 3. Discuss one way in which he has developed or controlled some of his characteristics.	Vocabulary: country - país, patria society - sociedad Concept: Los empleos ayudan al individuo a darse cuenta de que es una persona importante. Performance Objectives: El alumno podrá decir lo que podrá hacer para la sociedad. Methods: 1. Discuta como los derechos del individuo fueron incluidos en las primeras leyes de nuestro país. 2. Discuta lo que cada alumno podría hacer para su familia, su comunidad y su país.	1. Discuss physical features of each child's family - eyes, hair, height, small or large bones, teeth, voice, talents, etc. 2. Discuss personality traits or habits that are found in some families - always happy, complaining, easily angered, agreeable, disagreeable, lazy, industrious, etc. 3. Discuss how we can develop our physical appearance through cleanliness and good grooming, or medical help for severe problems. 4. Discuss how we can improve our deficiencies by learning self-control and determination. 5. Discuss how some characteristics change as we grow up but others do not; some reflect the values of the community.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Jobs help an individual realize that he is an important person. Performance Objectives: The child will be able to tell about what he can do for society. Methods: 1. Discuss how the individual's rights were included in the first laws of our country. 2. Discuss what each child could do for his family, his community and his country.	Concept: One of the standards of character and conduct of Freedom's Code is to understand his rights and responsibilities of citizenship. Performance Objectives The child will be able to tell what being a citizen of our country means to him. Methods: Discuss symbols of honor we all recognize and what they mean to us. The Liberty Bell United States Flag The Statue of Liberty Pledge to the Flag The Great Seal The Bill of Rights The Preamble to the Constitution The Declaration of Independence	1. Harlandale Audio-Visual Center: filmstrip - P-38 "Personal Appearances" P-35 "Personal Relationships" Getting Along With Others Series U-19 "Let's Stand Tall" Be Healthy, Go Safety Series U-3 "Keeping Neat and Clean" Health Stories Series L-75 "Flag of the United States" Part I L-76 "Flag of the United States" Part II, with record (PR-438) K-96 "The City that Freedom Built" with record (PR-447) K-100 "Shrines and Monuments" with record (PR-451) L-98 Washington, D.C. Series "Pledge of Allegiance" with record (PR-533) Bilingual ESC Region XX: filmstrip - 66-151 "Sharing Responsibility" Bilingual Dept., H.I.S.D. record and filmstrip - 20-13 "George Washington: Father of his Country" "Miguel Hidalgo: Father of Independence" Four Great Leaders--Two Countries	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Communities adapt to and modify the cultural environment	The child will be able to perform the following activities: 1. Identify at least one change as evidence of adaptation from pictures of the past and present time. 2. Using pictures of children from around the world, tell from books and dress that the child probably comes from _____ and speaks _____, etc., and compare at least one way they live with the way we live.	Vocabulary: job - trabajo, empleo to provide - dar, surtir services - servicios Concept: Muchos empleos surten servicios que no podriamos obtener nosótros mismos. Performance Objectives: El alumno contará de empleos que le surten servicios a él y su familia. Methods: 1. Hágale una entrevista al conjunto escolar para determinar que clase de servicio surte. 2. Con la ayuda de los alumnos haga una lista de los trabajadores de la comunidad que nos surten con servicios. 3. Invite a los padres a clase para que hablen de los servicios que surten y de los que surten para su comunidad.	1. Have available books about children of other cultures. (Keeping reading level comfortable). Children report orally on a book. Class compares different cultures after reports. 2. Have students examine the pictures in History of San Antonio, published during Hemisfair '68 and discuss changes since old days in San Antonio. 3. Use pictures of "Children Around the World."

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Many jobs provide services that we cannot provide for ourselves. Performance Objectives: The child will tell about jobs that provide services to him and his family. Methods: 1. Interview the school staff to determine the type of services they provide. 2. With the students' help list community workers who provide services for us. 3. Invite parents to class to tell of the services they perform for themselves and their communities.	Concept: One of the standards of character and conduct of the Freedom Code is to help those in need. Performance Objectives The child will be able to tell in what ways he could be helpful. Methods: 1. See Living With Me and Others, Level C for teaching suggestions. 2. Discuss how the children could help others at home, at school, and in the community.	1. Harlandale Audio-Visual Center: filmstrip - H-5 "Then and Now in Texas" Then and Now in the United States J-31 Texas Westward Expansion of the United States AA-2 The Baker AA-3 The Dairyman AA-4 The Shoemaker AA-5 The Tailor AA-6 Our Neighborhood Laundry AA-7 The Butcher AA-8 The Banker AA-9 The Watchmaker and Jeweler AA-10 The Fruit and Vegetable Store AA-11 The Neighborhood Doctor AA-12 The Neighborhood Nurse AA-13 The Neighborhood Pharmacist AA-15 The Neighborhood Barber AA-16 The Neighborhood Beautician Our Neighborhood Workers Series Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-125 "Ayudantes Para Nuestra Casa" S-154 "Otros Trabajadores de la Comunidad" S-153 "El Bombero" S-152 "El Policía"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
As the physical and cultural environment change, individuals within the community change	The child will be able to perform the following activities: 1. Make a list of customs of his own family or relative group. 2. Make a list of customs different than ours after studying other cultures. 3. Tell at least two changes in customs today from those of cave men. 4. Tell at least two changes families from far away would have to make on coming here and at least two things those families could contribute to our culture.	Vocabulary: counselor - consejero, abogado to understand - entender, comprender Concept: Un trabajo de un consejero escolar es el de ayudar a otros a que se comprendan ellos mismos. Performance Objectives: El alumno podrá decir como los consejeros ayudan a la gente. Methods: 1. Hágale una entrevista al consejero escolar acerca de su trabajo. 2. Deje que los alumnos escriban una lista de ellos mismos, dando lo siguiente: tamaño, color de ojos y pelo, gustos y disgustos, fuerzas y debilidades.	1. The child will disucss the following questions; and provide examples to support their answer. a. Have the basic needs for food, clothing, and shelter changed from the 18th Century to the present. b. Discuss how the ways of acquiring food, clothing and shelter changed since the beginning of time to the present. c. Debate: would interaction between two vastly different cultures affect the cultural values of each? d. Discuss: would isolation affect a community? How? e. How does getting along with others prepare a student to work successfully now and in the future. 2. View and discuss filmstrip. 3. Read library books and make reports.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: One of the jobs of counseling is helping others understand themselves. Performance Objectives: The child will tell how counselors help others. Methods: 1. Interview the school counselor about his job. 2. Have students write a story or make a list about themselves as to size, eyes and hair coloring, likes and dislikes, strengths and weaknesses.	Concept: Getting along with others is an important part of job success and making friends. Performance Objectives The child will tell why it is important to be able to get along with others. Methods: 1. Have the students predict what would happen to the organization, function, and interaction of the school staff if they could not get along with others. 2. Discuss qualities each most admires in others.	1. Harlandale Audio-Visual Center: record with filmstrip - PR-429 "Neighborhoods Change" Neighborhoods Series filmstrip- BB-87 "The Special Teacher" School Series: Our School Workers. L-59 "School Helpers" Social Studies: Rhymes for the Young N-7 "New Friends - Good Friends" Guidance Stories 2. Harlandale Schools Library: j448 st Steiner, Charlotte, A Friend Is Amie, Knopf, 1958. j417.55 bo Borresom, Let's Go To Colonial Williamsburg, Putnam, 1961. 3. Available from ESC RegionXX: 4756 "Values: Understanding Others" 8 minutes in color. Bilingual Bilingual Dept., H.I.S.D. filmstrip- S-126 "Ayudantes para Nuestra Escuela" S-147 "El Conejo Que Quería Ser Diferente"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
The geographcial features of the earth affect man's behavior.	The child will be able to perform the following activities: 1. Define geography correctly. 2. Locate at least two global areas inhabited by humans and tell why man is able to live in those climates. 3. Tell at least two differences in living conditions in mountains, forests, green valleys, desert or seashore from the conditions in our areas. 4. Explain how to read a map giving locations of at least three regions of the earth.	Vocabulary: demand - demanda Nomad - Nomada, persona sin residencia fija occupation - ocupación, oficio skill - destreza supply - provisión Concept: Los oficios y las destrezas se ajustan según la provisión y la demanda de la communidad. Performance Objectives: El alumno dirá de algunos trabajos de la gente Nomada. Methods: 1. Deje que los alumnos hagan investigaciones para enseñar como el aire acondicionado, el aislamiento, comidas congeladas, y las presas dan evidencia del ajustamiento. 2. Discuta los empleos de los Eskimos, la gente Nómada, y los de nuestra área. Haga lista de ellos y compare las diferencias. 3. Discuta diferentes alimentos y ropaje y los trabajos asociados con estas áreas.	1. Have students draw three types of clothing and housing to show adaptation. 2. Discuss the meaning of adaptation and geography. 3. Have students locate on a globe and a world map the areas of land and water, polar regions, deserts, rain forests, mountains, plains, rivers, lakes, oceans, north, south, east, west, equator. 4. View and discuss films and filmstrips. 5. Discuss living conditions in each of the regions and compare with ours. 6. See maps in appendix (can be duplicated).

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Occupations and skills adapt to supply and demand of the community. Performance Objectives: The child will tell some jobs of the Nomads. Methods: 1. Have students research to show how air conditioning, insulation, frozen foods and dams give evidence of adaptation. 2. Discuss the jobs of Eskimos, Nomads, and jobs of our area. List them and compare differences. 3. Discuss different foods and wearing apparel and jobs connected with these areas.	Concept: Plan ahead for emergencies-what you should do in cas of trouble. Performance Objectives The child will predict the ways a community would: Prepare for a flood or hurricane after being alerted that it will hit their area. Methods: 1. Interview a weatherman. 2. Have students investigate the effects of a flood on a community that had no advanced warning. (Use newspaper items of emergencies) 3. Have students plan and role-play a fire, a tornado, a bomb, and decide best procedures for safety.	1. Harlandale Audio-Visual Center: 16mm film - 16-225 "Maps Are Fun" 11 minutes in color. filmstrip - G-88 "Coastal Plains" G-89 "Great Plains" G-91 "Mountains and Basins," The Fundamentals of Geography B-90 "The Great American Desert", The Living Desert L-85 "Safety First", First Concepts Filmstrip Library Series 2. Available from ECS Region XX: 4826 "Maps of Our World" 11 minutes in color 4827 "Wind at Work" 11 minutes in color 4807 "Telephone for Help" 9 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - 629 "Mexico City," Curriculum Filmstrip Series S-131 "Los Animales en el Invierno" S-133 "El Patito Feo"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
A region's climate is the result of multiple factors	The child will be able to perform the following activities: 1. Define correctly the meaning of climate. 2. Relate his adaptation to his climate in the media of his choice. 3. Tell at least one reason why some areas get more rain than others. 4. Tell at least one reason why some areas are extremely cold and others are very hot.	Vocabulary: climate - clima to determine - determinar region - región Concept: Las necesidades de algunos empleos son determinadas por el clima. Performance Objectives: El alumno identificará regiones del clima apareando las frases descriptivas de los empleos con la región. Ejemplo: Los empleos en que se usan camellos enseñan las necesidades de una comunidad del desierto. Methods: 1. Discuta los empleos singulares de cada región y haga una lista de ellos. 2. Discuta los empleos que son comúnes en todas las regiónes y haga una lista de ellos.	1. Have the class study cloud formations and weather patterns, observe outside conditions, temperatures, humidity, etc. 2. Interview a weatherman about how weather is forecast. 3. Have the students observe on a relief map what causes the climate of rain forests, deserts, polar regions. 4. Have the class study wind currents and how they bring moisture to the land in some areas.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Needs for some jobs are determined by climate. Performance Objectives: The child will identify climatic regions by matching descriptive statements of occupations within the region. Ex. Occupations relating to camels illustrate needs of a desert community. Methods: 1. Discuss jobs in each region that would be peculiar to that region and list them. 2. Discuss jobs that would be common to all regions and list them.	Concept: One of the standards of character and conduct of the Freedom's Code is to be tolerant. Performance Objectives The child will be able to tell how he can show tolerance. Methods: Discuss the differences in dress and habits of people in different regions - are ours better or theirs? Would ours be right for us? Should everyone be able to choose their way of life?	1. Harlandale Audio-Visual Center: filmstrip - G-5 "Locating Places On Maps" G-8 "Studying An Area Through Maps" Fundamentals of Geography Series J-5 "The Northland" The Arctic Wilderness Series M-25 "Living In North Africa" Living In Africa Series N-19 "Consideration" Character Building 16mm film - 16-89 "Kindness to Others" 11 minutes in color 2. Available from ESC Region XX: 4777 "Wind and What it Does" 11 minutes in color 4816 "Clouds Above" 9 minutes in color 4797 "Clouds" 11 minutes in color 4627 "Weather for Beginners" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - "Northern Mexico and the Central Highlands"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Altitude has an effect on climate.	The child will be able to perform the following activities: 1. List and illustrate at least two general effects of altitude on climate. 2. Identify at least two similarities of all rain forest; all deserts; and all perpetual winter regions of the earth. 3. Interpret information given by relief and profile maps provided him.	Vocabulary: climate - clima earth - tierra nursery - plantel, semillero nurseryman - jardinero de planteles Concept: Los jardineros de planteles tienen que saber del clima. Performance Objectives: El alumno discutirá el trabajo de un jardinero de planteles. Methods: 1. Discuta los empleos de los jardineros de planteles. 2. Invite a uno de estos jardineros a clase o haga un viaje a un plantel. 3. Discuta plantas en diferentes regiones del mundo y como el jardinero ajusta las plantas a otras localizaciones.	1. Have students pretend they are moving to another community far away. What questions would they ask about the topography and climate? 2. Have students examine relief maps and profile maps. 3. Have students locate rain forests wherever found on the map. See if children can find a reason for its location. 4. Have students locate polar regions on map and globe. Let children discover why they are located where they are. 5. Have students locate desert regions on map and globe and discover why they are located where they are. 6. Have the class study the temperatures of various regions, how they relate to heights and distance from sun. 7. See maps in appendix.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Nurserymen have to know about climate. Performance Objectives: The child will discuss the work of a nurseryman. Methods: 1. Discuss the jobs of nurserymen. 2. Invite a nurseryman to school or take a field trip to the nursery. 3. Discuss plants in different regions of the earth and how the nurseryman can adapt the plants to other locations.	Concept: One of the standards of character and conduct is to use time and talents creditably. Performance Objectives The child will discuss how and why nurserymen would use time and talents creditably. Methods: Discuss training of nurserymen and the need for continued study as new plants are developed and new plant diseases come, also new plant foods and new insecticides are developed. Listen to and discuss the record with filmstrip of "Try, Try Again".	1. Halandale Audio-Visual Center: filmstrip - H-71 "Land Areas and Land Formations" The Fundamentals of Geography Series H-37 "Inca Lands In Peru" South America Along the Andes L-64 "Try, Try Again" with record, PR-368, Little Things That Count Series 16mm film - 16-741 "If You Could See The Earth" 10 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-160 "Lo que la Primavera Significa para Nosotros" filmstrip and booklet - "Doña Cigarra y Doña Hormiga." La Laguna Beach Language Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
The tilt of the earth produces seasons	The child will be able to perform the following activities: 1. Evaluate in his own terms the advantages and disadvantages of living in a region that has seasonal variations. 2. Explain why the regions of the earth have seasons, and describe or illustrate the climate during the four seasons. 3. Explain why the seasons are not at the same time around the Earth.	Vocabulary: horticulturist - hortelano seasonal - del tiempo, de la estación Concept: Un hortelano es un trabajador que necesita saber de los cambios del tiempo. Performance Objectives: El alumno discutirá el trabajo de un hortelano. Methods: 1. Discuta el trabajo del hortelano y diga cual es su trabajo principal. Compare los trabajos del jardinero de planteles y del hortelano. 2. Deje que los alumnos recojan retratos de catalagos de plantas con cuales el hortelano trabaja.	1. Have students invite a meteorologist to visit the class or prepare a questionaire to send to meteorologists in different regions of United States to acquire information concerning climate, rainfall, extreme seasonal weather conditions, etc. Find out about education requried in this field. 2. Using a globe and a flashlight or lamp, demonstrate the rotation of the earth around the sun, showing the tilt of the earth toward the light in all seasons. 3. Have students make three dimensional scenes in cut-away boxes to show four seasons. 4. Have the class study effects of seasons on plants, animals, people's activities, clothing food, etc. 5. Discuss the effects on the living conditions of plants, animals, and people in regions without noted changes in the climate in any season.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A horticulturist is a worker who needs to know about seasonal changes. Performance Objectives: The child will discuss the work of a horticulturist. Methods: 1. Discuss the job of the horticuluralist, and list his main job. Compare jobs of nurseryman and horticulturalist. 2. Have students collect pictures from catalogues of the plants with which a horticuluralist might work.	Concept: Gaining esthetic enjoyment and giving esthetic enjoyment gives a feeling of well being. Performance Objectives The child will tell how a horticulturist contributes to the beauty around us. Methods: 1. Discuss how horticulturists contribute to the enjoyment of others with their beautiful plants for homes, parks, etc. 2. Have students arrange a display of all plant pictures collected.	1. Harlandale Audio-Visual Center: filmstrip - S-75 "Time for Autumn and Winter" S-76 "Time for Spring and Summer" Holidays and Seasons Series L-51 "Fall Fun" L-52 "Winter Fun" L-53 "Spring Fun" L-53 "Summer Fun" Social Studies: Rhymes For The Very Young Bilingual ESC Region XX: filmstrip - 8503 "Secretos del Mundo de las Plantas" Bilingual Dept., H.I.S.D. record and booklet - Alicia en el País de la Maravilla	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
People learn to adapt to their environment from the experience of others	The child will be able to perform the following activities: 1. List at least two things he has learned from others and tell who taught him. 2. Name at least two things that Pioneers learned from the Indians. 3. Tell at least one contribution of each group of early settlers to San Antonio — German, French, Canery Islanders, and Spanish.	Vocabulary: florist - florista training - instrucción, educación welder - soldador Concept: Unas personas aprenden destrezas y trabajos de otra gente. Performance Objectives: El alumno dirá de la educación o la instrucción para uno de los trabajos que siguen. (Vea métodos). Methods: Discuta las maneras por cuales unas personas aprenden sus trabajos y donde reciben su instrucción. maestros soldadores mecánicos secretarias abogados floristas hacendados etc.	1. Discuss things children learned at home, at school, in scouting, in church, etc. 2. Have the class study things that the Indians taught the Settlers and things the Settlers taught the Indians. 3. Have the class study history of San Antonio and what the earliest settlers contributed in types of dwellings, foods, celebrations, dress, folk music and folk dancing. 4. Have students make a list of things our country has learned from the past. 5. View and discuss films and filmstrips.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: People learn skills and occupations from other people.	**Concept:** One of the standards of character and conduct of the Freedom's Code is to be generous - share with others.	1. Harlandale Audio-Visual Center: filmstrip - N-24 "Sharing" Character Building Series BB-86 "The Teacher" School Series: Our School Workers AA-93 "Automobiles for Millons" American At Work Series Y-73 "Life on a Large Ranch" Farm and City Series CC-59 "My Mother Works in an Office" Mothers Work, Too Series record and filmstrip - PR-429 "Neighborhood Change" Neighborhood Series 16mm film - 16-358 "San Antonio Under Six Flags" 15 minutes color 2. Available from ESC Region XX: 4029 "Families and Learning" 10 minutes in color	
Performance Objectives: The child will tell about the training for one of the jobs below.	**Performance Objectives** The child will be able to tell in what way he can show generosity or share.		
Methods: Discuss ways in which people learn their jobs and where their training was received: teachers mechanics lawyers ranchers welders secretaries florists etc.	**Methods:** 1. See Manual for Living With Me and Others, Level C for suggestions. 2. Discuss what each of them knows well enough to show others - a classmate, or brother, or sister, etc. 3. View and discuss filmtrips.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Members of a group, whether of a family, or a community, are interdependent. Each member is important.	The child will be able to perform the following activities: 1. Name three or more people he depends upon each day. 2. Name at least one thing he does that someone else depends upon. 3. Tell how the members of a community are dependent upon one another.	Vocabulary: clothing - ropa food - alimento, comida Concept: En nuestra comunidad dependemos en otros para parte o toda nuestra comida y ropa. Performance Objectives: El alumno podrá poner en una lista a lo menos diez trabajadores en los que depende para comida y ropa. Methods: 1. Con la ayuda de los alumnos haga una lista de todos los que en cualquier manera surten comida. Ejemplo: granjero de trocar, lechero, etc. 2. Con la ayuda de los alumnos haga una lista de los que en cualquier manera surten ropa. Ejemplos: pastores, fabricantes de sintéticos, tejedores, costureras, vendedores etc.	1. Have the students make a tour of the school and list the number of people we depend upon at school. 2. Have the students prepare a chart of jobs the class members perform in the class and at school. 3. Teach baseball, kickball, or team sport as an interdependent activity. 4. Show the role of each player as important to the game. 5. Discuss the Levite family of the Bible, (or another tribe) how some members were full time priests, some played in orchestras for the church and practiced each day - all day getting ready for worship services. Others were choir members and rehearsed all day. Others sewed the garments for the children, etc. Each member of the group was an important part of the group.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: In our community we depend upon others for part or all of our food and clothing. Performance Objectives: The child will be able to list at least ten workers he depends upon for food and clothing. Methods: 1. Have the students list all of those who in any way provide food. Example: truck farmer, dairyman, miller, baker, grocer. 2. Have students list all of those who in any way provide clothing. Examples: shepards, farmers, silkworm growers, synthetic manufacturers, spinners, weavers, designers, pattern makers, seamstresses or tailors, salespeople, shoe manufacturers, cobblers.	Concept: One of the standards of character and conduct of the Freedom's Code is to know how to use our right to freedom of choice. Performance Objectives The child will be able to tell why we need to make choices or decisions. Methods: 1. Discuss the little choices we have to make each day. Example: What to wear to school. 2. Discuss big choices we will have to make someday. Example: College, Marriage, kind of work, right or wrong. 3. Discuss the choices workers must make. Example: Whether to just hold a job or do his best.	1. Harlandale Audio-Visual Center: filmstrip - J-16 "Occupations and Amusements" J-17 "Social and Cultural Life" The English Colonies Series record and filmstrip - PR-690 (AA-33) "Food - Clothing Shelter" Wonderful World of Work Set One 16mm film - 16-748 "We Make Choices" 10 minutes in color 16-566 "A City and Its People" 12 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-172 "La Ciudad y el Campo se Necesitan Uno a Otro" S-185 "Lo Que Una Ciudad Fabrica" filmstrip and record - #6 "Markets and Shopping" M-MS-60, Living In Mexico Today Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Changes in roles and values cause changes in a community's environment	The child will be able to perform the following activities: 1. Compare at least two housekeeping duties of pioneers with mother's housekeeping duties today. 2. Orally compare Abraham Lincoln's schooling with ours today. 3. Make at least one comparison of native tribes of Africa with the way we live. 4. Tell of at least two changes in our own city since the early days.	Vocabulary: adapt - ajustar, acomodar blacksmith - herrero environment - ambiente Concept: Cuando las communidades se acomodan a su ambiente algunos empleos cambian. Ejemplo: Los trabajos de los herreros fueron repuestos por la necesidad de reparadores de partes automotriz, mecánicos, etc. Performance Objectives: El alumno puede decir porque ya no se necesitan los herreros. Methods: 1. Deje que los alumnos busquen un retrato de un herrero. (Vea el apendice.) 2. Discuta sus trabajos--el reparar objetos de metal, la hechura de herraduras de caballo, la hechura de ruedas, ejes, etc., para carruajes, carretones, o diligencias, etc. 3. Discuta porque ya no hay demanda de estos servicios ahora y discuta lo que su empleo se ha hecho.	1. Have the class study Colonial or Pioneer days, and list duties of the housewives of those days. See Filmstrips. 2. Have the students list duties of housewives today. 3. Discuss early life of Abraham Lincoln after viewing film. 4. View and discuss filmstrip of Africa. 5. Have the class study changes in our own community since the old days. If possible invite a grandparent or older person in the community to come talk to the class about the old days.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: As communities adapt to their environment some jobs change. Example: Jobs of blacksmithing were replaced by needs for auto body repairers, mechanics, etc. Performance Objectives: The child can tell why there is no longer many needs for a blacksmith. Methods: 1. Have the students locate a picture of a blacksmith if possible. (See apprendix) 2. Discuss what jobs he can do—repairing metal objects, making horseshoes, making wheels, axels, etc., for buggies, wagons, or stage coaches, etc. 3. Discuss why there is not much demand for this service now, and discuss what his job has become today.	Concept: Basic values of honesty, kindness, courage, generousity, thoughtfullness, and courtesy should remain constant. Performance Objectives The child can relate how each of the above traits were important in the old days and are still important today. Methods: 1. Discuss how basic values applied to blacksmiths, in work and dealing with people long ago. 2. Discuss auto workers today. Should the basic values apply to them today in their work and dealing with people? Why?	1. Harlandale Audio-Visual Center: filmstrip - K-25 "The Native Tribes" African Series L-4 "Colonial Children" Children of Many Lands Series D-91 "Life in Jamestown" Jamestown: The Settlement And His People. 16mm film - 16-607 "Boyhood of Abraham Lincoln" 11 minutes in color 2. Harlandale Schools Library: j448 St A Friend is Amy, by Charlotte Steiner, Knopf, 1956. Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-167 "En dónde Trabajan los Padres?" S-174 "El Transporte es Importante" "If You Were Born in Mexico" Troll Association	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Value conflicts result from changes in the community.	The child will be able to perform the following activities: 1. Tell of at least two changes in rules for him since he is growing up. 2. Tell in his own words how value differences can be resolved in our community.	Vocabulary: basic - básico protection - protección rights - derechos Concept: Algunos empleos protegen nuestros derechos básicos. Ejemplo: concejales, abogados, jueces, policías. Performance Objectives: El alumno dirá como los concejales, los abogados, los jueces, y los policías protegen nuestros derechos. Methods: 1. Discuta como los concejales desarrollan las ordenanzas o leyes para beneficio de todos los ciudadanos. 2. Discuta como los abogados y jueces usan las leyes para protegernos de las injusticias. 3. Discuta como los policías son para poner en ejecución las leyes para protegernos. 4. Hágale entrevistas a un concejal, un abogado, y a un juez.	1. Have the students explore newspaper to find articles which show a conflict in the community. 2. Have the students role play to show ways of resolving conflicts. 3. Have the class visit City Council, Court, Jail to study occupations and ways of resolving conflicts. 4. Organize the class in groups to make class rules, to enforce class rules and to resolve conflicts. 5. The child can list some value conflicts he has had with his parents or teacher. How are these conflicts solved? 6. Discuss conflicts arising over the expressway right-of-way in San Antonio and attempts made to settle the problem. 7. Discuss Hemisfair in San Antonio, 1968. Discuss whether it was or was not of benefit to our city as we look back. 8. Discuss Texas Cultures Exhibits of contributions of many groups to Texas. Visit the Texas Culture Museum if possible.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Some jobs provide protection of basic rights. Examples: City Councilmen, Lawyers, Judges, Policemen. Performance Objectives: The child will be able to tell how City Councilmen, Lawyers, Judges, and Policemen provide protection for our rights. Methods: 1. Discuss how City Councilmen develop city ordinances or laws to benefit all citizens. 2. Discuss how lawyers and judges use laws to protect us against injustices. 3. Discuss how policemen are here to enforce laws to protect us. 4. Interview a city councilman, a lawyer, and a judge.	Concept: One of the standards of character and conduct of the Freedom's Code is to be just. Performance Objectives The child will tell how City Councilmen, Lawyers, Judges, and Policemen must be just if our rights are to be protected. Methods: 1. Discuss how being just applies to City Councilmen, Lawyers, Judges, and Policemen. 2. See Living With Me and Others, Level C for other suggestions.	1. Harlandale Audio-Visual Center: record with filmstrip - PR-76 "San Antonio - Old and New" filmstrip - E-4 "Our Police Department" Community Services Series K-11 "How Government Helps the People" K-12 "How Laws Protect the Citizens" Citizenship Series S-78 "How To Read A Newspaper" Community Helpers Series CC-43 "City Workers and Services" Families and Services. 2. Harlandale Schools Library: j352 About the People Who Run Ne Your City, by Newman Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-152 "El Policia" S-154 "Otros Trabajadores de la Comunidad"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Geographical isolation causes social effects	The child will be able to perform the following activities: 1. Give at least one example to tell how living in isolated areas is different than living in our area. 2. List at least one way in which isolation would affect behavior around strangers.	Vocabulary: group - grupo individual - individuo isolation - aislamiento to reduce - reducir Concept: Algunos empleos surten servicios que reducen el aislamiento de grupos y individuos. Performance Objectives: El alumno relatará los servicios del correo, teléfono, y transporte a su vida diaria. Methods: 1. Vea y discuta películas acerca del teléfono, correo, y servicios de automotriz. 2. Discuta lo que sería una ciudad sin estos servicios.	1. Discuss how unkindness of an entire class would make a child feel isolated. 2. View and discuss the filmstrip "Lands of Few People." Discuss the differences in their way of life and ours. 3. View and discuss the filmstrip, "Inca Lands In Peru". Compare these people with the filmstrip of northern Canada. 4. Discuss how the children think they would feel if they lived in a place without neighbors, television or radio, etc. 5. View and discuss film, "Tepoztlan."

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The services provided by some occupations reduce isolation of groups and individuals. Examples: mailmen, telephone operators, and transportation personnel. Performance Objectives: The child will relate the services of the postal system, telephone and transportation to his daily life. Methods: 1. View and discuss filmstrips about telephone, mail, and automobile services. 2. Discuss how a community would be without these services.	Concept: One of the standards of character and conduct of the Freedom's Code is to be kind. Performance Objectives The child will list acts of kindness which they appreciate. Methods: 1. View and discuss film on "Courtesy." 2. Have students tell about ways others have shown kindness to us. 3. Have students list ways in which we could be kind to our family, our schoolmates, and friends.	1. Harlandale Audio-Visual Center: filmstrip - H-48 "Lands of Few People" Canada and the Far North Series H-37 "Inca Lands In Peru" South America Along the Andes Series CC-67 "Telephone Service" with record (PR-763) Wonderful World of Work (K-3) AA-93 "Automobiles for Millions" American At Work Series 16mm film - 16-217 "Everday Courtesy" 11 minutes B/W 2. Available from ESC Region XX: 4403 "Tepoztlan, Mexican Village in Transition" 12 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-125 "Ayudantes para Nuestra Casa" S-141 "Usando el Telefono" S-169 ¿"Como la Gente se Gana la Vida?"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Cultural features of the past continue to be found in the present environment	The child will be able to perform the following activities: 1. Tell about at least one contribution of each of the following to our country: Spanish, French, English, and Indian. 2. Tell about at least two customs of the old days that are still observed today.	Vocabulary: curator - guardián, conservador museum - museo to preserve - conservar Concept: El empleo de un guardián de museo es conservar objetos y información importante del pasado. Performance Objectives: El alumno contará de la importancia del trabajo de un guardian. Methods: 1. Escuche y discuta la cinta "cassette"—"Visitando Un Museo". 2. Haga un viaje a un museo. 3. Pidales a los alumnos que piensen de cosas hechas en la clase este año que puedan ser útiles o interesantes para los alumnos en cien años.	1. View and discuss the film and filmstrips of Spanish, French, English and Indian influence. 2. Have the students compare the similarities and differences in cultures. 3. Discuss holidays, festivals and customs still observed today - New Years from England, Fiestas and Bull Fighting from Spain, Mardi Gras from France, Thanksgiving from the old days when Indians gave thanks to their Gods for rain, good harvest, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Preserving important objects and information of the past is the job of a museum curator. Performance Objectives: The child will tell the importance of a curator's job. Methods: 1. Listen to and discuss the cassette tape "Visiting a Museum." 2. Make a field trip to a museum. 3. Have the students think of things done in their room this year that might be useful or interesting to boys and girls one hundred years from now.	Concept: One of the standards of character and conduct is to help others. Performance Objectives The child will be able to tell how the museum curator helps others. Methods: 1. View and discuss filmstrip of "Sharing". 2. Discuss how the museums help others by sharing the past experience of others.	1. Harlandale Audio-Visual Center: cassette tape - Cas. T-70 "Visiting A Museum" filmstrip - N-12 "Sharing With Others" Guidance Stories Series J-20 "The French Colonies" J-15 "England Prepares to Colonize" The English Colonies Series J-86,87, 88, 89, 90 How The Indians Lived Series 16mm film - 16-287 "Spanish Influence in the United States" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-166 "La Gran Ciudad" S-176 "Una Visita a un Pueblito"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Members of a community demand certain goods and services	The child will be able to perform the following activities: 1. Differentiate between a given list of items he has to have to survive and items he chooses to have because they hold special value for him by underlining the necessities. 2. Describe in his own words different situations in which he or his family are consumers or producers. 3. In his own terms define the meaning of producer and consumer. 4. Tell in his own terms if our community needs are different than other communities, and name the community he chooses to compare with ours.	Vocabulary: health - salud producer - producente sanitation - saneamiento Concept: Los producentes de servicios son necesarios para nuestra salud y nuestro bienestar. Performance Objectives: El alumno podrá pronosticar lo que le pasaria a su comunidad si no tuviéramos un departamento de saneamiento. Methods: 1. Deje que los alumnos estudien el departamento saneamiento municipal y la importancia de cada trabajador. 2. Haga un viaje al departamento o invite a un representate a su clase.	1. Conduct field trips or interviews with producers and consumers. 2. Have students role-play: Set up a make believe community to show interaction between producer and consumer. 3. Make a list of services on the board with the students' help. Have the students match the services provided with the occupation which provides the service. 4. Discuss the concept that many people are producers of goods but all are consumers. 5. With the students' help list kinds of producers on the board that we would find in our city. Discuss whether all of our needs are met locally or do goods have to be shipped into our area. 6. With the students' help list goods and services child's family would have if he had to depend just on family members.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Producers of services are necessary to our health and well being. Example: Garbage Collectors. Performance Objectives: The child will be able to predict what would happen to his community if he did not have a sanitation department. Methods: 1. Have the students study the city sanitation department and the importance of each worker. 2. Have a class field trip or have visitors come to the classrooms to talk about the problems of keeping the city clean.	Concept: One of the standards of character and conduct of the Freedom's Code is learning to use our freedom of choice wisely. Performance Objectives The child will tell why a garbage man's job is important. Methods: 1. See Methods under Career Awareness. 2. Discuss the following: Could the doctors maintain the health standards of the community without the garbage collectors? Which of the two jobs should we respect? Why?	1. Harlandale Audio-Visual Center: filmstrip - Y-54 "The Sanitation Department Crew" CC-36 "Buying Goods, and Services" Families and Services 16mm film - 16-749 "We Want Goods and Services" 10 minutes in color 16-684 "Factory: How a Product is Made" 14 minutes in color 16-748 "We Make Choices" 10 minutes in color record - PR-713 "Economics - Distribution of Goods" Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-126 "Ayudantes Para Nuestra Escuela" S-154 "Otros Trabajadores de la Comunidad" S-169 "Como la Gente se Gana la Vida"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
To meet their wants communities make use of the resources in their environment and the environment of other communities	The child will be able to perform the following activities: 1. Tell at least one reason why many large cities are located on or near water. 2. Name one business in his community that is linked to other communities, and tell in his own words what it would be like if the buying or selling link were broken. 3. Tell at least one reason why skills are needed to make use of the natural resources. 4. List at least three ways we get goods from other communities.	Vocabulary: ophthalmologist - oftalmólogo specialist - especialista surgeon - cirujano technician - técnico Concept: Unas familias dependen en muchos especialistas para su atención médica: doctores de medicina, cirujanos, oftalmólogos, dentistas técnicos de rayos exis, técnicos de laboratorio, farmaceúticos, etc Performance Objectives: El alumno dirá por que necesitamos especialistas para la atención médica. Methods: 1. Discuta los trabajos de cada uno de estos especialistas, y deje que los alumnos cuenten de alguna visita a uno de éstos. 2. Invite a algunos de estos especialistas para hacerles entrevistas.	1. With the students' help list people in their community according to what kind of contribution they make to the community. Some categories might be people with skills, people with ideas, people who make the environment beautiful, people who teach or train others. 2. With the students' help make a list of goods in their environment. Have the students do research to locate the geographical area or country where the raw material is found and where it is refined or produced. 3. Have the students make a bulletin board exhibit of vehicles for transporting goods. 4. Have the students pretend that all forms of transportation disappeared. Ask them: "What goods would you have to do without? Would this change your life style?"

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Families depend upon many specialists for medical care: medical doctors, surgeons, ophthamologists, dentists, x-ray technicians, laboratory technicians, nurses, pharmacists, etc. Performance Objectives: The child will tell why we need specialists for medical attention. Methods: 1. Discuss jobs of each of these specialists, and allow children to tell of their visit to one of these specialists. 2. Invite some of these specialists to school for interview.	Concept: A feeling of well being comes from being able to help those in need. Performance Objectives The child will tell in what ways medical specialists are helpful. Methods: 1. Discuss how medical specialists are helpful and what it would be like if we did not have these specialist. 2. Discuss how we can be helpful to others.	1. Harlandale Audio-Visual Center: filmstrip - CC-1 "Getting Goods and Services" CC-2 "Manufacturing" Community Series: Systems in Our City S-8 "What a Doctor Sees When He Looks at You" Community Helpers Series AA-13 "The Neighborhood Pharmacist" Some Neighborhood Helpers Series 16mm film - 16-615 "Healthy Families" 11 minutes in color 16-374 "Everyone Helps in a Community" 13½ minutes in color 2. Harlandale Schools Library: j362.1 Sh What Happens When You Go To A Hospital, by Shay Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-135 "Una Visita al Médico" S-136 "Una Visita al Dentista" S-189 "Resolviendo Problemas Personales"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Community groups are governed through leadership and authority	**The child will be able to perform the following activities:** 1. Explain the organization of government in most Indian tribes. 2. Name the levels of government from city to national. 3. Tell who makes the laws and who enforces them. 4. Explain why we must all obey the laws.	Vocabulary: civil service - departamento de servicio público government - gobierno military - militar personnel - cuerpo de empleados politician - político Concept: El gobierno surte muchos empleos para la gente: abogados, jueces, políticos, empleados de servicio público y servicio militar. Performance Objectives: El alumno dirá de algunos empleados en el gobierno. Methods: 1. Con la ayuda de los alumnos haga una lista de personas que trabajan para el gobierno y discuta que se incluye en sus trabajos. 2. Hágale una entrevista a un político o algún otro trabajador del gobierno.	1. Help the children establish a Room Council for group problem solving. Each child can contribute to the class rules. Through discussion he can reveal his understanding of and attitudes toward using government for solving problems which individuals cannot handle alone. 2. Discuss Indian government--the tribal council with the chief as the head and the women not involved. 3. Discuss the city, county, state and national levels of government in general. Locate the names of city council members, mayor, county commissioner for our area, state senator of our area, governor, national representatives and senator of our district, president and vice-president of the United State. 4. Discuss how laws are made and how laws can be changed.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Government provides many jobs for people: lawyers, judges, politicians, military and civil service personnel. Performance Objectives: The child will tell some of the jobs in government. Methods: 1. With the help of the students list people who work for the government and discuss what their jobs include. 2. Interview a politician, or another government worker.	Concept: Only people of good character and responsibility should be elected to government offices. Performance Objectives The child will tell why our government workers need to be of good character and have responsibility. Methods: 1. Discuss the jobs of elected officials. 2. Discuss their part in making laws and changing laws. 3. Discuss what might happen if they were not honest or responsible people.	1. Harlandale Audio-Visual Center: filmstrip - K-11 "How Government Helps the People" K-12 "How Laws Prot[illegible]eople" Citizenship Se[illegible] N-31 "Responsibility" Conduct and Behavior Series cassette tape - Cas. T-77 "A Congressman and What He Does" Cas. T-78 "A President and What He Does" Cas. T-79 "A Governor and What He Does" Cas. T-80 "A Senator and What He Does" Cas. T-81 "A Mayor and What He Does" Bilingual Bilingual Dept., H.I.S.D. filmstrip and booklet - "El Fautista de Jamelin" La Laguna Beach Language Series filmstrip - S-125 "Ayudantes Para Nuestra Escuela" S-154 "Otros Trabajadores de la Comunidad"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Governments resolve conflicts and make interaction easier among people	The child will be able to perform the following activities: 1. State at least one reason that rules and laws are important and who should obey the laws. 2. Tell in his own way how community projects are developed and voted on by the people. 3. Give at least one example showing how courts are sometimes needed to settle disputes.	Vocabulary: judge - juez law enforcement - el esfuerzo de ley lawyer - abogado Concept: El esfuerzo de las leyes cría empleos para los policías, los abogados, y los jueces. Performance Objectives: El alumno podrá decir de los trabajos de los policías, abogados, y jueces en el esfuerzo de las leyes. Methods: 1. Discuta quien debe obedecer las leyes y porque las leyes son necesarias. 2. Discuta los medios de esfuerzo: boletos, arrestos, acusaciones, juicios, etc. 3. Discuta el papel del policía, del abogado, y del juez en el esfuerzo de leyes.	1. With the students' help list laws or ordinances of the city in areas of housing, zoning, streets, parking, recreation areas, parades, celebrations, etc. 2. Invite a speaker from the city planning department or city council to tell of city ordinances. 3. Discuss how projects for the city are planned. They could be suggested by any citizen and if the idea gets enough support, it will be developed and voted on. The majority, for or against determines its implementation. 4. Discuss use of courts to settle differences that can't be settled in other ways.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Law enforcement creates jobs for policemen, lawyers, and judges. **Performance Objectives:** The child will tell of the law enforcement jobs of policemen, lawyers and judges. **Methods:** 1. Discuss who must obey the laws and why laws are necessary. 2. Discuss means of enforcement tickets, arrests, charges, trials, etc. 3. Discuss the role of policemen, lawyers, and judges in law enforcement.	**Concept:** One of the standards of character and conduct of the Freedom's Code is to defend basic rights. **Performance Objectives** The child will give examples of how misconduct can deny classmates their basic rights in the classroom. **Methods:** 1. Have students role play how obeying rules defends the basic rights of all the members of the community. Role play old adage "My freedom ends where your nose begins." 2. Discuss how we may not agree on everything but can learn to live with majority rule on everything except when our basic religious and moral values are violated.	1. Harlandale Audio-Visual Center: 16mm film - 16-547 "The Policeman" 11 minutes in color filmstrip - N-4 "Obedience Pays" N-5 "Other People's Property" N-6 "We Work Together" Cottontail Fables Series CC-78 "A Trip to Court" with record, PR-770, Classroom Journeys Series Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-152 "El Policia" S-154 "Otros Trabajadores de la Comunidad" S-166 "La Gran Ciudad" S-169 "Como la Gente se Gana la Vida"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Governing bodies change according to the values and interests of the community	**The child will be able to perform the following activities:** 1. Tell the type of government of our country in the beginning. (Ruled by England without representation in the government) 2. Tell at least one reason why this form of government was not satisfactory to the colonists. 3. Name at least two types of city governments today.	Vocabulary: contribute - contribuir historian - historiador society - sociedad Concept: Un historiador contribuye a nuestra sociedad. Performance Objectives: El alumno podrá decir como un historiador contribuye a la sociedad. Methods: 1. Divida a los alumnos en grupos pequeños y tenga una sesión "zumbida." Deje que cada grupo le reporte a la clase los descubrimientos usando el tema--"Que estamos haciendo en nuestra ciudad o país que será registrada en la historia para que otros lo lean?" 2. Discuta como podemos aprender del trabajo de los historiadores.	1. Study why colonists came to America--to get away from the type of government there, that controlled what they could do, how they worshipped, putting them in prison for debts, etc. 2. Discuss how England continued to try to rule here as they had in Europe. 3. Discuss why we might not like being ruled by another country without any say in our government. 4. With the students' help list types of city governments. Some have only a mayor; some have a city council; some have a city manager; some have a council and a mayor, etc. Discuss how the type changes because of the city's needs.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A historian contributes to our society. Performance Objectives: The child will tell how a historian contributes to society. Methods: 1. Divide the children into small groups and have a "buzz" session. Let each group report findings to the class, using the topic, "What are we doing in our city or country that will be recorded in history for others to read? 2. Discuss how we can learn from the work of historians.	Concept: One of the standards of character and conduct of Freedom's Code is to be honest. Performance Objectives The child will tell how and why a historian needs to be honest. Methods: 1. Discuss how honesty in recording facts is important. 2. Read story of honest reporting, "Forest Fire" p. 1-6, Our Values and discuss how sometimes we can make restitution but historians cannot undo wrong reporting.	1. Harlandale Audio-Visual Center: filmstrip - J-15 "England Prepares to Colonize" J-18 "Colonies of Pennsylvania" The English Colonies Series 16mm film - 16-566 "A City and Its People 11 minutes in color 2. Harlandale Schools Library: Historian Story - "A 250 Million Year Puzzle" p. 240 Childcraft, Volume 5. 3. Our Values: Human Values Series Steck-Vaughn Company Bilingual: Bilingual Dept., H.I.S.D. filmstrip - S-173 "Como Viajamos" S-174 "El Transporte es Importante" S-176 "Una Visita a un Pueblito" record and filmstrip - rec. 2 "Washington y Hidalgo: Freedom's Heroes"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
American government is based on the idea that those who make the laws should not be the same as those who enforce the law nor those who interpret the law.	The child will be able to perform the following activities: 1. Tell who makes the laws, national, state and local. 2. Tell who interprets the law. 3. Tell who enforces the law.	Vocabulary: authority - autoridad interpret - interpretar supreme court - consejo supremo Concept: Los jueces del consejo supremo son la autoridad decisiva en la interpretación de la ley. Performance Objectives: El alumno podrá definir el empleo del consejo supremo. Methods: 1. Escuche la cinta "cassette" de El Consejo Supremo y discútala. 2. Discuta como los juicios se traen ante los consejos bajos primero y luego se mueven a consejos más altos si no se alcanzan las deciciones.	1. Discuss how laws are made by legislators because the people who elect them want the laws or the President requests it. Public opinion usually will determine whether the legislative body follows through on the President's requests. 2. Discuss who interprets the law and why the legislators do not. 3. Discuss who enforces the law and why they do not make them and interpret them.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The Supreme Court Judges are the final authority in law interpretation Performance Objectives: The child will define the Supreme Court Job. Methods: 1. Listen to the cassette tape of "The Supreme Court" and discuss it. 2. Discuss how the trials are brought before lower courts first and moved to higher courts if the decisions can't be reached.	Concept: One of the intentions of the writers of our constitution was to assure everyone equal opportunities. Performance Objectives The child will tell how we get equal opportunity. Methods: 1. Discuss meaning of opportunities and equal. 2. With the students' help make a list of rights that everyone should have. 3. Discuss reasons why some people might not achieve or much as others. 4. Discuss the values of a wide range of differences among people.	1. Harlandale Audio-Visual Cebter: cassette tape - Cas. T-82 "A Supreme Court Justice and What He Does" <u>One Nation Indivizable</u> filmstrip - N-46 "Thinking For Yourself" <u>Developing Your Personality</u> L-98 "Pledge of Allegiance" with record PR-533 <u>Our Rights and Responsibilities</u> Level C, Character Education Curriculum	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Changes in our country have, for the most part been toward longer and more productive lives for more people	The child will be able to perform the following activities: 1. Recall at least one way in which he has changed during the year. 2. Tell at least two reasons why people live longer today. 3. Name at least two inventions of our century and tell at least three jobs that came into being because of each invention. 4. Make a prediction about the future life span and job opportunities.	Vocabulary: adult - adulto retrain - volver a disciplinar Concent: Mucha gente tendrá que volver a disciplinarse para diferentes empleos dos o tres veces en su vida adulta. Performance Objectives: El alumno contará como cambios en la comunidad o nación crían empleos nuevos y terminan otros. Methods: Discuta razones por las cuales una persona cambia empleos: 1. desconformidad con el empleo particular 2. falta de demanda de sus servicios 3. el cambio del tiempo y las necesidades 4. demasiados trabajadores en su área de empleo 5. el mudarse a un lugar donde sus servicios no se necesitan 6. negocios nuevos y mejores oportunidades 7. los casos de negocios cerrándose.	1. Have the students describe orally or make drawings to show ways they have changed this year. 2. Discuss and list jobs about which we have studied this year that were held in colonial days. Mention that 20 years of age was about average life span. 3. Discuss the jobs of today and list some that were not found in colonial days. 4. Discuss reasons for longer life spans today - improvements in living conditions, better food variety, and improved ways of preserving, food, advances in medical technology, etc. Mention retirement ages today. 5. Discuss inventions of our century and list them or make a bulletin board display of pictures of inventions of this century.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Many people will have to retain for different jobs two or three times during their adult lifetime. Performance Objectives: The child will tell how changes in the community and nation create new jobs and terminate others. Methods: 1. Discuss reasons why a person may change jobs: a. unsuitability to a particular job b. lack of demand for his particular services c. the changing times and needs d. too many in his job area e. moving to a new location that doesn't need his services f. new businesses and better opportunities g. cases of businessess closing.	Concept: One of the standards of character and conduct of Freedom's Code is to provide economic security for self and family. Performance Objectives The child will discuss why and how people change jobs in order to provide security for their families. Methods: 1. Discuss the meaning of economic security. 2. Discuss jobs requiring different types of training and providing a different salary scale. 3. Relate talents to job choice as well as its potential to provide and adequate income for self and family.	1. Harlandale Audio-Visual Center: records with filmstrip - PR-710 "Economics: Division of Labor" PR-711 "Economics: Supply and Demand" cassette tape with filmstrip - Cas. T-19 "What Can Money Do? Community Helpers Series 2. ESC Region XX: 4745 "Why We Use Money" 10 minutes in color 4388 "Man and His Tools" 14 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - 629 "Mexico City" Curriculum Filmstrip Series 3 "Working" N-W-60, Living in Mexico Today Series S-166 The Big City	

APPENDIX * GRADE THREE

GAME--El Cartero - The Mailman

Un juego para saltar cuerda que se juega en Venezuela.

1. Dos niñas empiezan el juego tomando los cabos opuestos de una cuerda para saltar.

2. Las otras forman un grupo.

3. Una toma la parte del cartero y la siguiente conversación toma lugar entre ella y las chicas que sostienen la cuerda.

   -¡Tun, tun!

4. Las niñas con la cuerda en la mano:
   -¿Quién es?

5. Cartero:
   -El cartero.

6. Niñas
   -¿Qué desea?

7. Cartero:
   -Una carta.

A game for jumping rope played in Venezuela.

1. Two girls begin the game by each taking the opposite end of a jump rope.

2. The others form a group.

3. One takes the part of the mailman and the following dialogue takes place between her and the two girls holding the jump rope:

   Knock, knock!

4. The girls holding the jump rope:
   "Who is it?"

5. Mailman:
   "The mailman!"

6. Girls:
   "What do you want?"

7. Mailman:
   "A letter."

8. Niñas:
-¿Para quién?

9. En este momento el cartero nombra a una de las otras chicas, por ejemplo:

-Para Carmen

10. Niñas:
-¿De cuántas lineas?

11. Cartero:
-De diez (cien, etc.)

12. Luego el cartero tiene que brincar la cuerda tantas veces como el número de lineas mencionadas. Frecuentemente da un gran número para mostrar su destreza. Si se cansa o se tropieza, pierde y tiene que dejar el juego y sufrir la pena. La chica para quien era la carta sigue como cartero.

8. Girls:
"For whom?"

9. At this point the mailman names one of the other girls, for example:

"For Carmen."

10. Girls:
"How many lines?"

11. Mailman:
Ten (hundred, etc.)

12. Then the mailman has to jump rope as many times as the number of lines mentioned. Usually she gives a large number in order to demonstrate her skill. If she tires or stumbles, she loses and must leave the game and pay a forfeit. The girl to whom the letter was addressed is the next mailman.

GAME - Instrumentos Del Oficio
Tools of the Job

Instrucciones:

Divida la clase en dos grupos. Los miembros dan las respuestas alternativamente. Por cada respuesta correcta el grupo recibe un punto; por cada respuesta incorrecta se le quita un punto. Para que se determine el campeon se le hace más dificiles las indicaciones o se reduce el numero a 2 o a 1, según sea necesario.

¿Cúal trabajador usa estas cosas?

Ejemplo:	tractor	contestación
	pala	campesino
	semillas	granjero

1. el martillo
   los clavos
   el serrucho

2. los ladrillos
   el cemento
   la mezcladora

Instructions:

Comparable to a "Spelling Bee" without the Spelling. Divide the class into two groups. Members reply alternately. For each correct answer points are gained; for each wrong one, points are lost. As the game progresses and to be able to determine the winner, the clues given are more difficult or are reduced to 2 or 1 clue.

What worker uses these things?

Example:	tractor	answer(s)
	shovel	farmer
	seeds	rancher

1. hammer
   nails
   saw

2. bricks
   cement
   mixer

3.	la brocha la escalera el cepillo	4.	el horno la harina pan
5.	el peine la navaja el jabon	6.	el patron la tela la aguja
7.	la tiza la pizarra el libro	8.	ollas cazuelas estufa

Nota:

La maestra usa el vocabulario apropiado a las carreras que se han estudiado en clase.

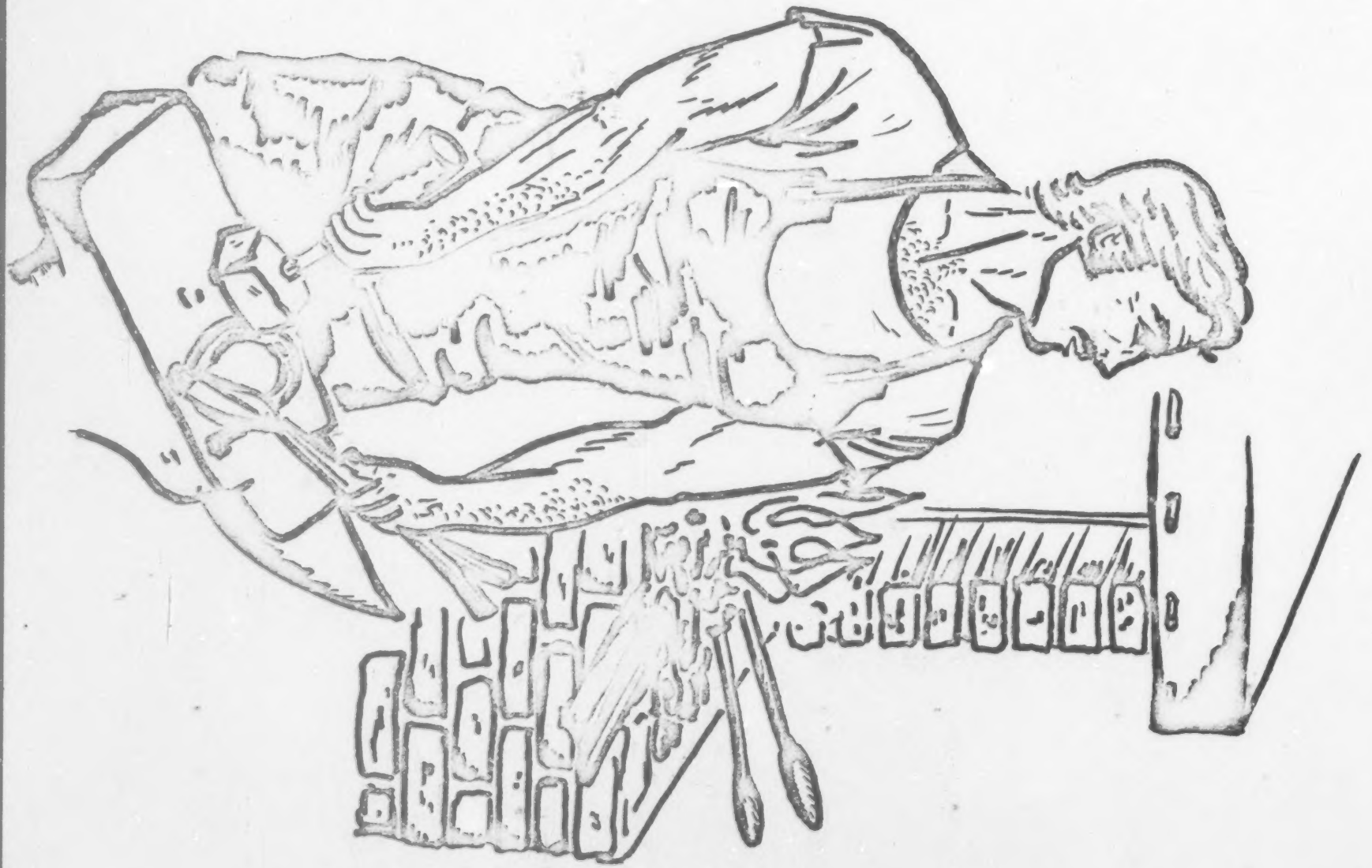
Se pueden usar retratos de revistas o dibujos en lugar de las palabras.

3.	brush ladder plane	4.	oven flour bread
5.	comb razor soap	6.	pattern fabric needle
7.	chalk board book	8.	pots pans stove

Note:

The teacher uses the appropriate vocabulary of the careers that have been studied in class.

Pictures from magazines or drawings may be used for the clues instead of the words.



THE VILLAGE BLACKSMITH

Under the village chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns what'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows, blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach.
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.
. . . . . .

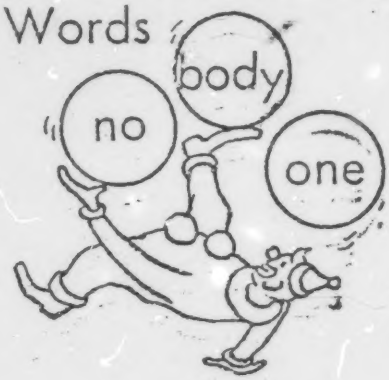
Toiling,-rejoicing,-sorrowing,
Onward through life he goes;
Each morning sees some task begun
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought!

-Henry Wadsworth Longfellow

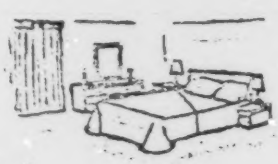
Name _____ Date _____

More Fun With Compound Words



Use the words below to make compound words. Draw a line from a word in column 1 to a word in column 2 to make a compound word. Then write the compound word under the correct picture.

1	2
bed	place
grass	man
scare	room
snow	hopper
fire	crow
pea	nut
sail	cracker
fire	boat
door	worm
mail	shoe
book	box
horse	bell



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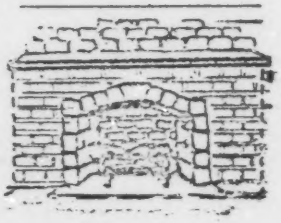
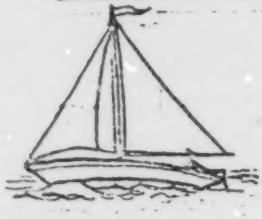


_____ _____ _____



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_____ _____ _____

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Sometimes two little words are put together to make one word. We call such words compound words.

fish and hook make fishhook

light and house make lighthouse

butter and fly make butterfly

flash and light make flashlight

What two words make each of these compound words?

anything	_____	_____	seashell	_____	_____
outfield	_____	_____	mailbox	_____	_____
football	_____	_____	playhouse	_____	_____
airplane	_____	_____	whatever	_____	_____
newspaper	_____	_____	everything	_____	_____
watchman	_____	_____	into	_____	_____
whenever	_____	_____	baseball	_____	_____
streamline	_____	_____	cardboard	_____	_____
understand	_____	_____	notebook	_____	_____
icecream	_____	_____	birthday	_____	_____

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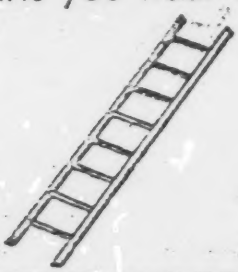
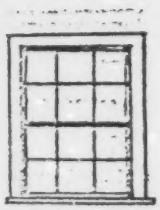
Clues to Bigger Words

Many bigger words can be divided into parts. These parts are called syllables.

How many parts can you hear in these words? Say the words slowly. On the line below the picture write the numeral that tells how many parts you hear in each word.





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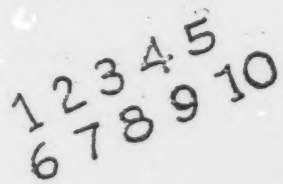
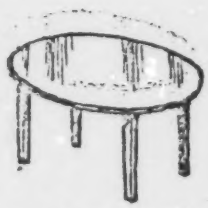
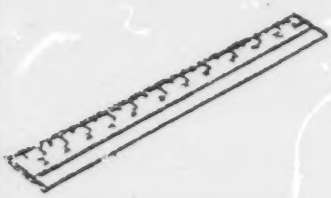
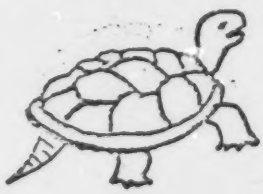
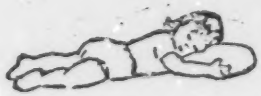




_____ _____ _____ _____

_____ _____ _____ _____

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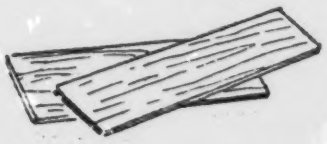
Contractions

When two words are shortened to make one word, the new word is called a contraction.

is not	becomes	isn't
have not	becomes	haven't
I have	becomes	I've



Draw a line from the word in column 1 to two words in column 2 that mean the same thing.

Column 1	Column 2	Column 1	Column 2
you'll	could not	wasn't	will not
couldn't	we would	won't	did not
we'd	you will	didn't	I would
they've	she will	I'd	you will
she'll	they have	you'll	was not

Underline the contraction in each of the sentences below. Write the two words that the contraction stands for in the spaces at the end of each sentence.

1. John said that he'd get the wood to make the birdhouse. _____ _____

2. Jack and Ted say that they've already started on the plans for it. _____ _____
3. The boys weren't quite sure what kind of wood they should use for the birdhouse. _____ _____
4. Shouldn't you make the house first and then put it on the post? _____ _____

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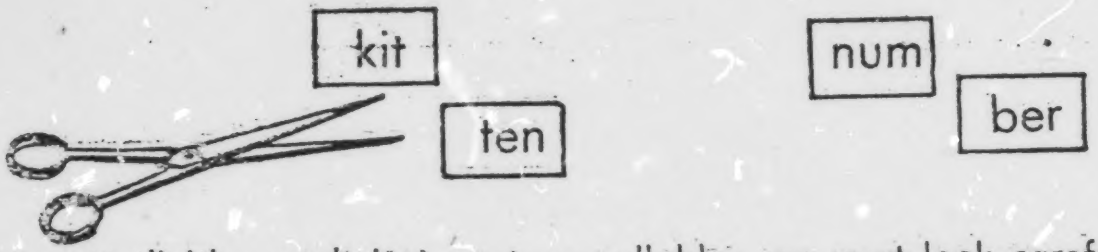
Dividing Words Into Syllables



When we divide words into parts or syllables, we must look carefully at both the vowels and the consonants. Look at the following words. You will see that the first vowel is followed by two consonants. We usually divide such words between the two consonants.

sis ter	cor ner	fun ny
vc cv	vc cv	vc cv

Can you tell where to divide these words? Draw a line between the two syllables. Write the letter v under each vowel and the letter c under the middle consonants. Say the words and read the story below.

escape	rescue
summer	robber
tunnel	muddy

One summer day Jack and Mike were walking in the rain near a tunnel when they heard a strange sound. What was that sound? Could it be the two robbers that had escaped from the jail? The two boys ran to get a policeman. The policeman went quickly to the tunnel and sure enough there were the escaped men. He rescued the two muddy robbers and took them back to jail.

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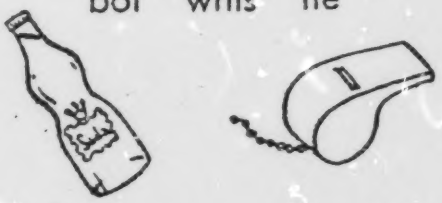
More Fun with Two Syllable Words

Can you put two syllables together to make a word? Write the word under the picture.

tun nel fun

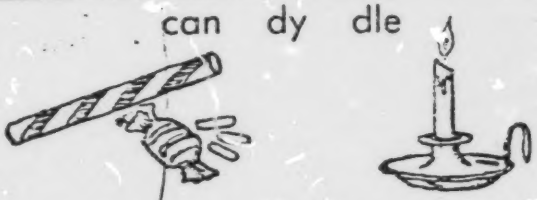
1. _____

bot whis tle



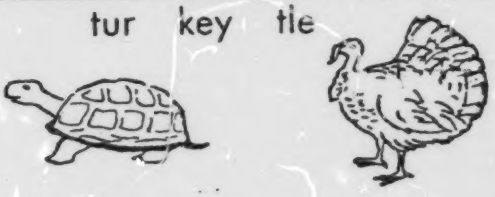
2. _____

can dy dle



3. _____

tur key tle

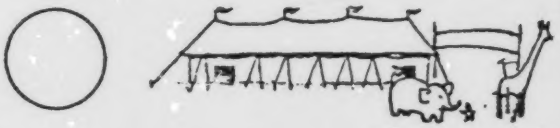


4. _____

num ber rob

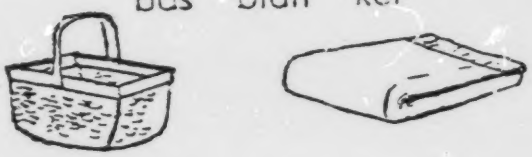
5. _____

cir cle cus



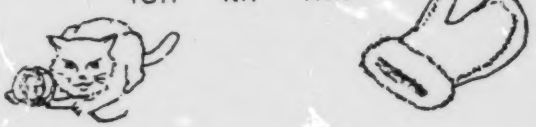
6. _____

bas blan ket



7. _____

ten kit mit



8. _____

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Name_____ Date_____

Dividing Words Into Syllables

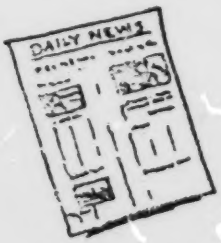
la ta la

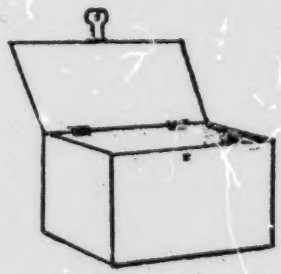
dy ble zy

When longer words have a vowel-consonant-vowel pattern, we usually divide the words before the consonant. Then use the vowel rules you know for sounding shorter words to say each syllable.

REMEMBER: 1. One vowel in the middle of a word or syllable is usually short.
2. One vowel at the end of a word or syllable is usually long.
3. When there are two vowels together or a vowel-consonant-e, the first vowel is usually long and the second is silent.

Say these words. Can you hear two syllables in each word? Where does the first syllable end?





paper apron open

1. What sound of a do you hear in paper and apron? long short
2. What sound of e do you hear in paper? long short
3. What sound of o do you hear in open? long short
4. What sound of e do you hear in open? long short

Now write the three picture words in syllables.

paper _____ _____ apron _____ _____ open _____ _____

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Do You Know?

You have learned two ways of dividing words into syllables.

1. When you see a vowel-consonant-consonant-vowel, try dividing between the two consonants.

l e t|t e r c i r|c u s
v c c v v c c v

2. When you see a vowel-consonant-vowel, try dividing before the consonant.

r e|c e s s s i|l e n t
v c v v c v

Can you divide these words into syllables? On the line next to the word write the number of the rule that you followed.

decide	2	final	____
basket	____	bundle	____
perhaps	____	robber	____
before	____	needle	____
certain	____	master	____
kitten	____	bottom	____
refuse	____	music	____
midnight	____	lesson	____
candy	____	picnic	____
student	____	traffic	____

Yes and No Fun

1. Could a robber ever have a needle at the bottom of his pack? Yes No
2. Could a student ever decide to take a music lesson? Yes No
3. Should a little boy ever play with his kitten in traffic at midnight? Yes No

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Name _____ Date _____

More Words for Hard Workers

Many words have more than two syllables. In some of these words you will find vowel-consonant-consonant-vowel and vowel-consonant-vowel patterns in the same word.

Divide these words into syllables and sound out each part. How many syllables are in each word?

u m|b r e l|l a 3

dependable ____ entainment ____

incubator ____ volcano ____

directions ____ spectator ____

chimpanzee ____ locomotive ____

professor ____ consonant ____

Use the above words to complete the following sentences. Make sure that each word makes good sense in the sentence.

1. Someone who watches a game is called a _____.
2. If someone can count on you, you are _____.
3. A place where baby chicks are hatched is called an _____.
4. The engine of a train is called a _____.
5. An animal that can do funny tricks is a _____.
6. Any letter that is not a vowel is called a _____.
7. Someone who teaches might be called a _____.
8. A mountain of earth with hot lava inside is a _____.
9. North, south, east and west are _____.

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Prefixes

A prefix is a syllable added to the beginning of a word to change its meaning.

un + happy = unhappy

Un at the beginning of a word means not.

Add the prefix un to the following words to make new words.

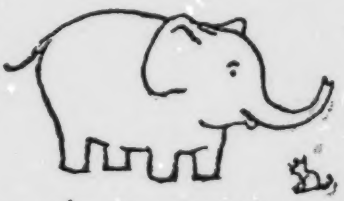
un + safe = _____ un + pack = _____

un + kind = _____ un + able = _____

un + like = _____ un + done = _____

Yes or No

1. Would it be unkind to laugh at someone if he were unable to do something? _____
2. Is it unsafe to play with matches? _____
3. It an elephant unlike a kitten? _____
4. Would you unpack a suitcase if you were getting ready to go on a trip? _____



Re at the beginning of a word means to do again.

re + build = rebuild

Add the prefix re to the following words.

re + read = _____ re + turn = _____

re + make = _____ re + write = _____

1. If you like a story, might you reread it? Yes No
2. Is it unkind to return a book that belongs to someone else? Yes No
3. If your paper does not look good, should you rewrite it? Yes No

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Suffixes

A suffix is a letter or group of letters added to the end of a word to make a new word or change the meaning of the word.

You already know some suffixes such as s, es, ed, and ing.

Say these words. Draw a circle around the suffix.

going	dishes	wanted
papers	wished	fishing
coloring	boys	added

We use the suffix less to mean without.

sleep + less = sleepless

Make new words by adding less to the following words.

use + less = _____ care + less = _____

sight + less = _____ fear + less = _____

friend + less = _____ noise + less = _____

Yes or No

1. If you are careless with something, might it become useless? _____
2. If you can see something, are you sightless? _____
3. When you are afraid of something, are you fearless? _____
4. If you have many friends, are you friendless? _____
5. If you do not make a sound, are you noiseless? _____

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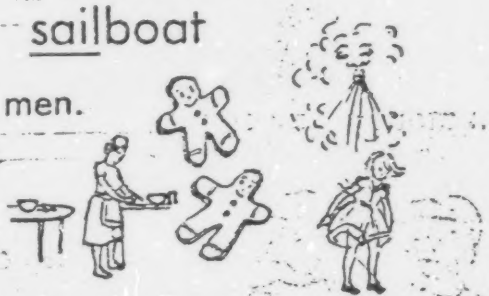
Homonyms

Words that sound alike but are not spelled alike and do not have the same meaning are called homonyms.

sale

sailboat

made	The baker made gingerbread men.
maid	The maid cleaned the kitchen.
blew	The wind blew.
blue	The girl wore a blue dress.



Read the sentences below. Underline the two words that sound alike.

1. We heard a loud noise outside.
   There was a big herd of horses going by.

2. Go to the board and write the word.
   That is the right answer.

3. Our new house is made of wood.
   Would you like to see the house?

4. The children ate the whole cake.
   There was a hole in his shoe.

5. There are seven days in a week.
   The girl was very weak because she had been ill.

6. The circus parade went by our house.
   Would you like to buy a balloon from the clown?

7. Here is the book you asked for.
   I did not hear her call me.

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NAME _____ DATE _____

CONTINENTS AND OCEANS

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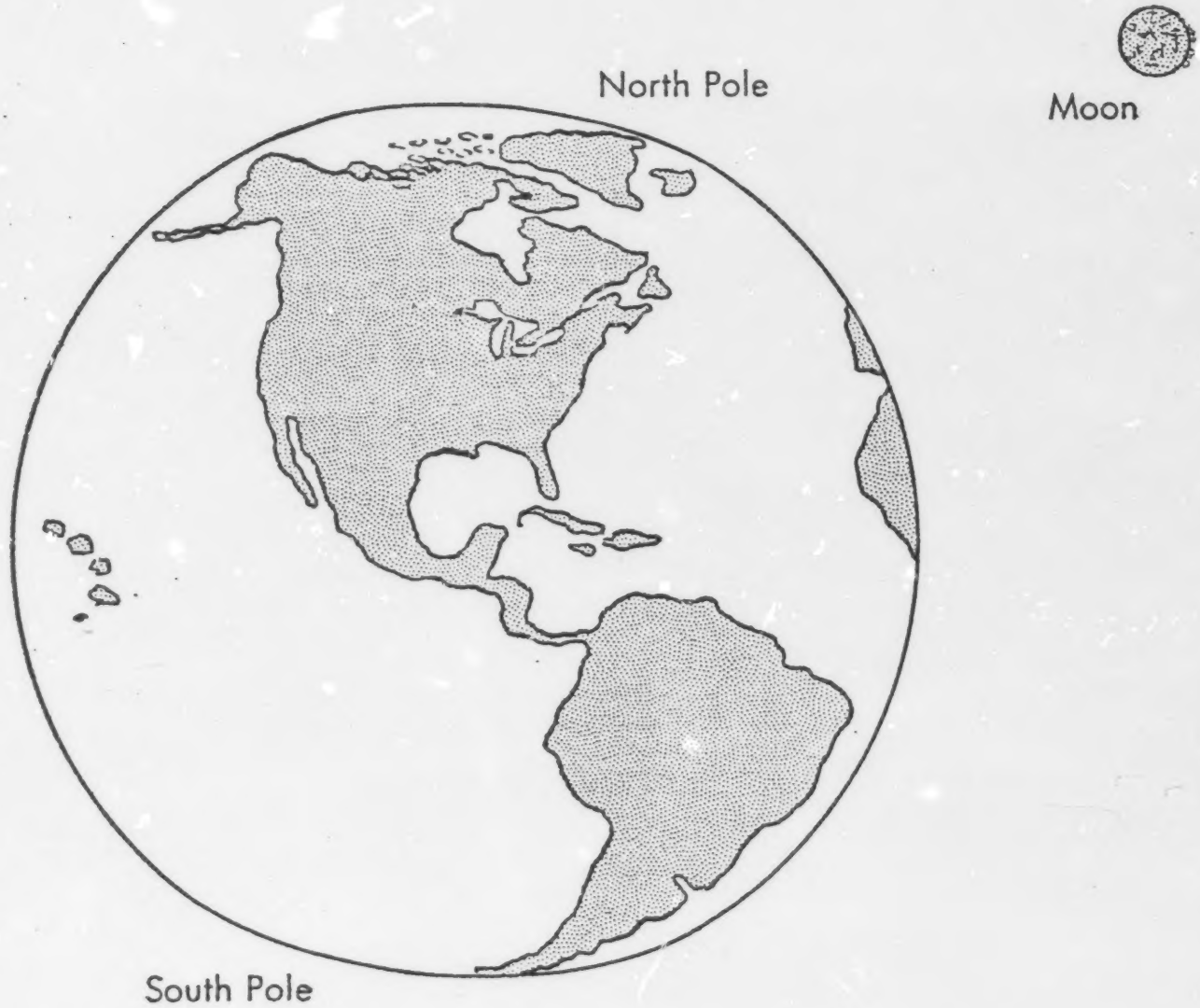
THE PLANET EARTH



Size: 24,000 miles – distance around.
8,000 miles – distance through center.
Shape: Round, but flat at poles.

PUPIL ACTIVITIES

1. Circle the earth's nearest neighbor in space.
2. The distance around the earth is _____ miles.
3. Circle your answer: The earth's surface is mostly covered by water. Yes. No.
4. Color the earth and the moon.

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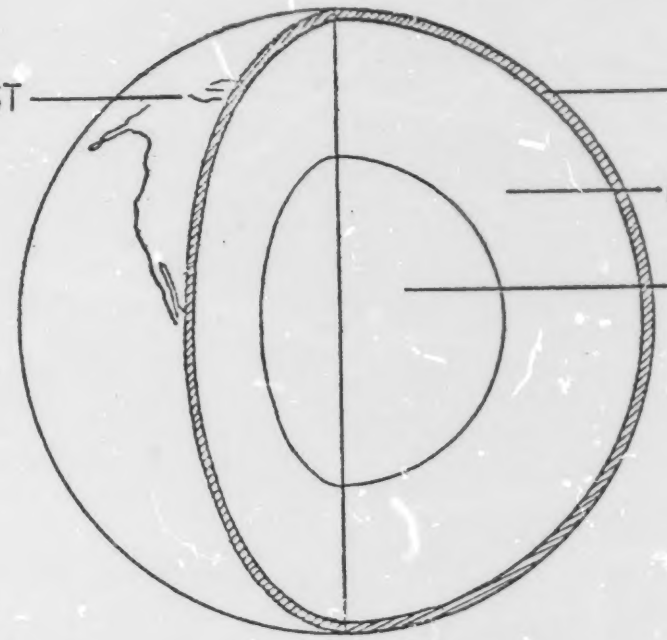
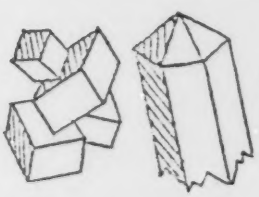
INSIDE AND OUTSIDE OF THE EARTH



INSIDE THE EARTH

ROCKS

MINERALS



SOIL

WATER

AIR

ON THE CRUST OF THE EARTH

Wind and moving water can cause rocks and minerals to break up into smaller pieces. These pieces later become part of the soil. Soil can be washed away by rivers and streams.

PUPIL ACTIVITIES

1. Circle the part of the earth on which we live.
2. How many kinds of things are found on the crust of the earth? _____.
3. Put an X by the name of the part of the earth's crust which we use to grow plants.
4. Color the parts of the inside of the earth.

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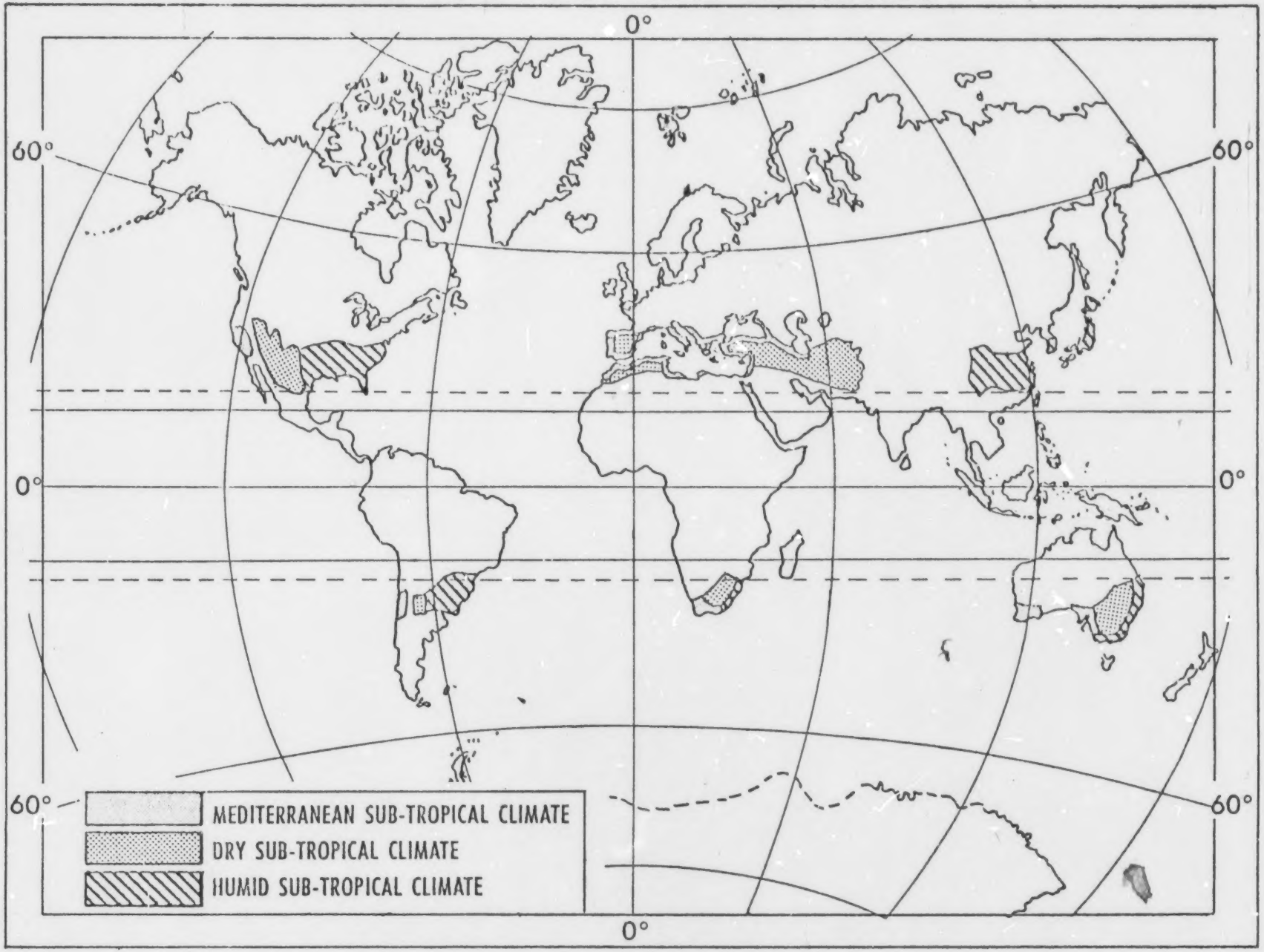
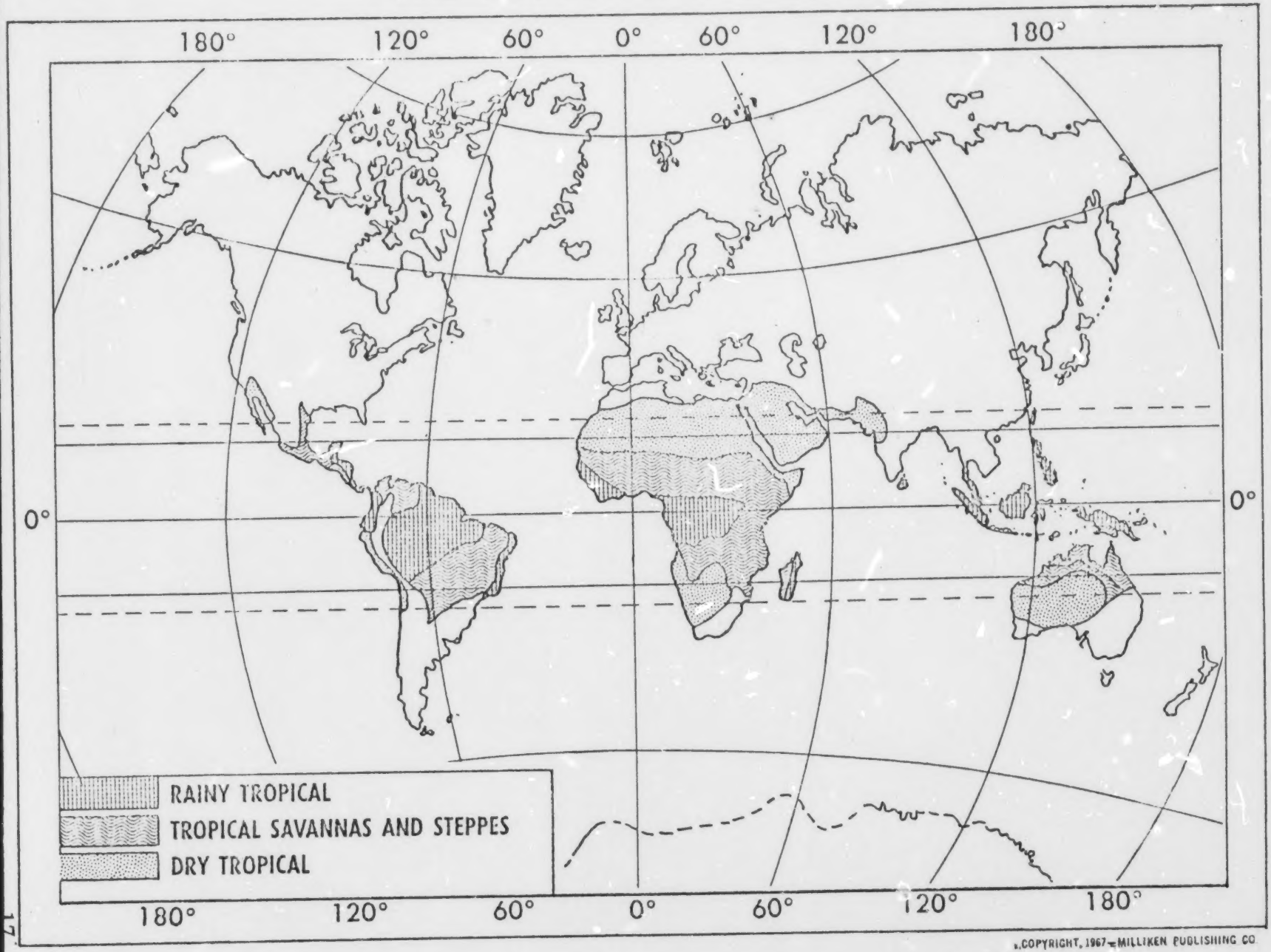
THE SUB-TROPICAL CLIMATES

NAME _____ DATE _____



19

THE TROPICAL CLIMATES



NAME _____ DATE _____

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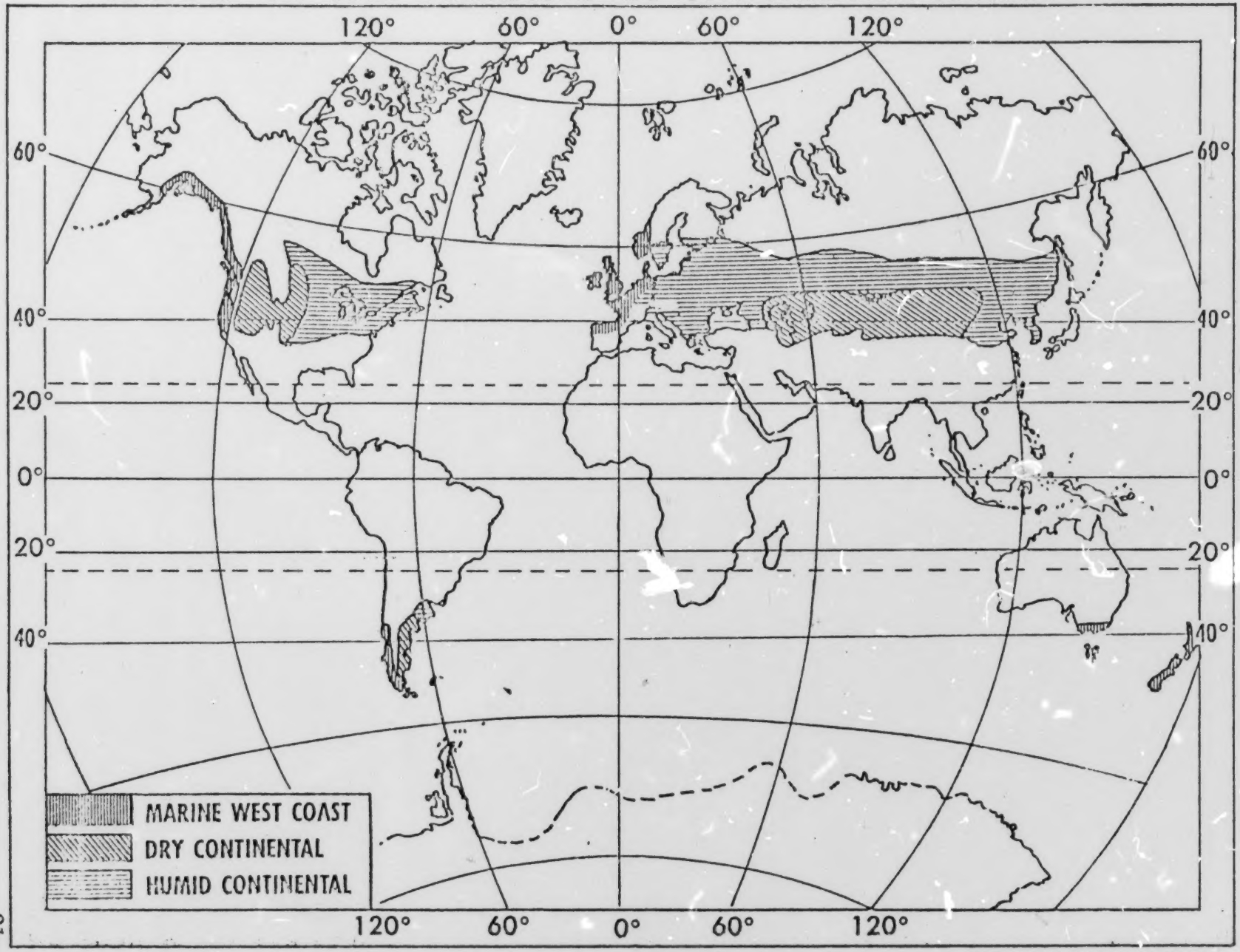
A MAP OF THE CLIMATES OF THE MIDDLE LATITUDES



NAME _____ DATE _____

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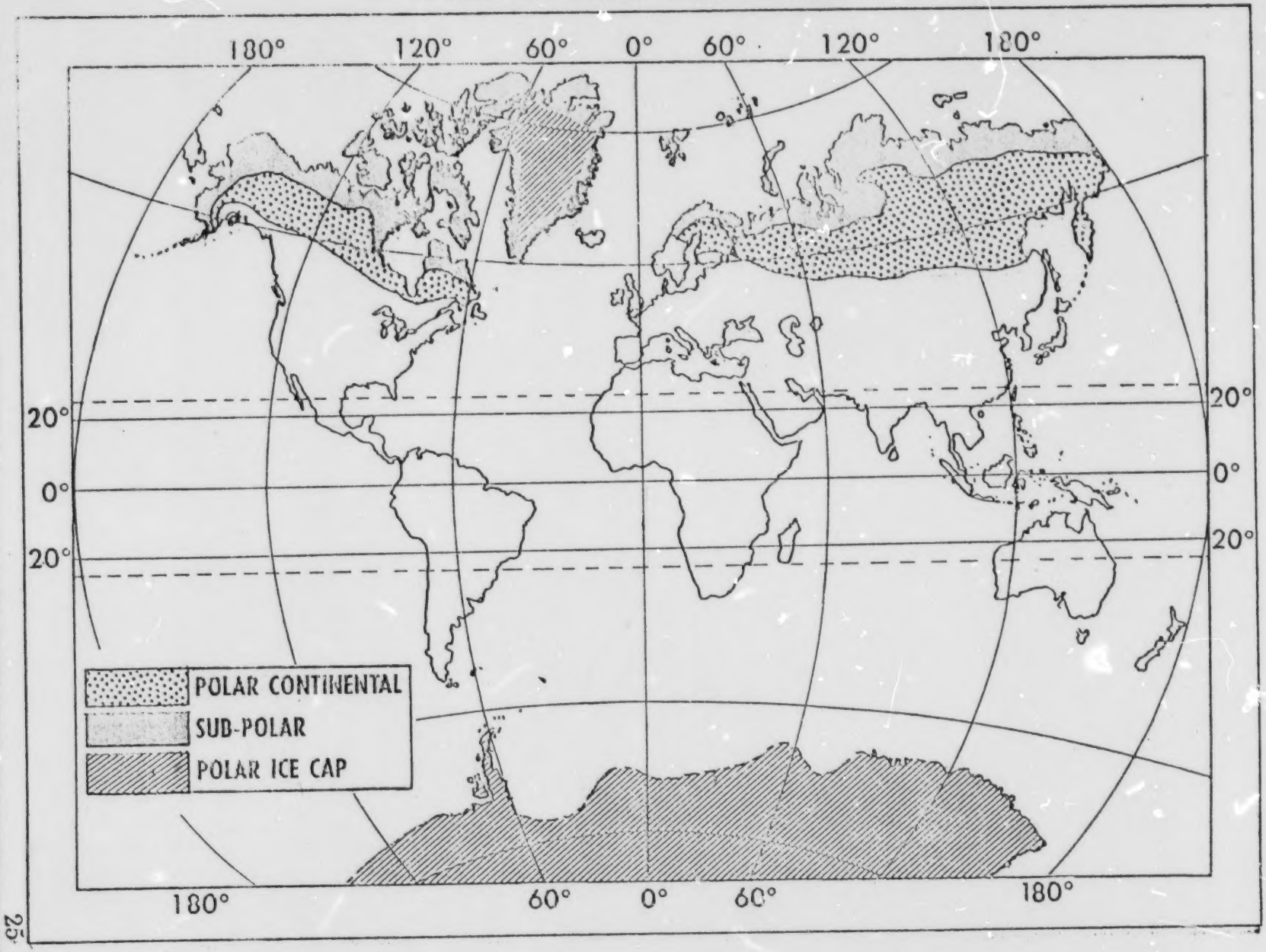
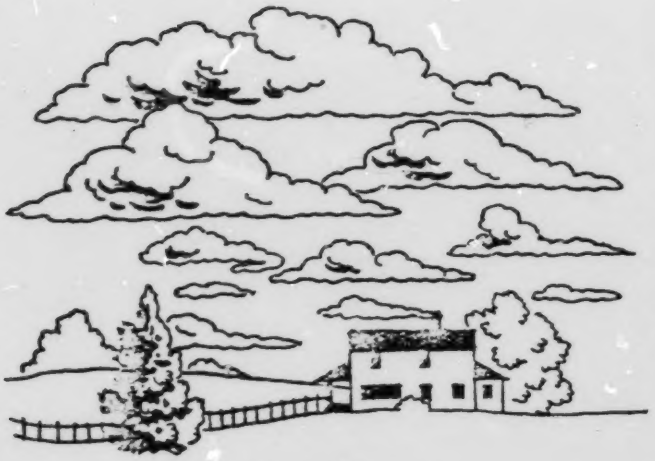
THE POLAR CLIMATES



NAME_____ DATE_____

CLOUDS

Fair Weather
Low clouds

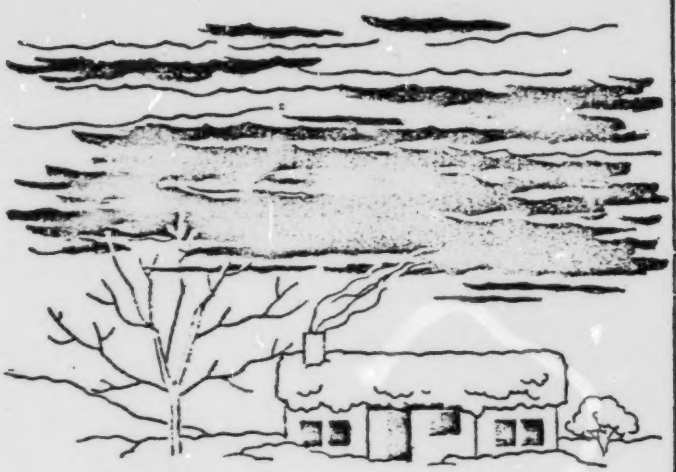


CUMULUS

Weather Change
High clouds

CIRRUS

Winter Weather
Low clouds



STRATUS

Stormy Weather
Low and high clouds

CUMULONIMBUS

PUPIL ACTIVITIES

1. Circle the name of the one kind of cloud always found high in the sky.
2. Put an X by the name of the clouds that look like fluffs of cotton.
3. Draw a line under the name of the clouds we see in winter.
4. Color the cloud you think would be called a "thunderhead".

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THE SUN'S FAMILY

MERCURY 1

VENUS 2

EARTH 3

4 MARS

ASTEROIDS

COMET

JUPITER 5

6 SATURN

7 URANUS

8 NEPTUNE

9 PLUTO

PUPIL ACTIVITIES

1. Circle the planet nearest to the sun. Put an X by the largest planet.
2. Draw a line under the planet farthest from the sun.
3. How many planets are there? _____.
4. The only planet with rings is _____.
5. Circle your answer: The sun is larger than any planet. Yes. No.

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AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
About the Human Body	16mm	Encyclopedia Britanica	5	C
About the People Who Run Your City	Book	Newman		
Addition and Subtraction, I and II	FS	Eye Cate		C
Addition and Subtraction Concepts	FS	Eye Gate		C
Adjectives	FS	Encyclopedia Britanica Films		C
Adverbs	FS	Encyclopedia Britanica Films		C
Alicia en el Pais de la Maravilla	Rec-Bk.	Walt Disney Productions		
America: My Country	16mm	Coronet Films	11	C
American Farmer	Cas. T.	Eye Gate House		C
American In Orbit (Glenn)	16mm	Castle Films	10	B/W
Analyzing	FS	Eye Gate House, Inc.		C
Animal Friends Learn To Share	FS	Educational Projections Corp.		
Animal Homes	16mm	Encyclopedia Britanica	11	C
Animal of the Zoo	FS	Society for Visual Education		
Animales En el Invierno, Los	FS	Educational Projections Corp.		
Animals Get Ready For Winter	FS	Jam Handy		C
Animals of the Sea and Shore	FS	Society for Visual Education		C
Antonym Poster Cards (11½" x 14")	Flash Cards	Milton Bradley Publishing Co.		
Aprendiendo a Cooperar	FS	Educational Projections Corp.		
Associativity	16mm	McGraw-Hill Films	12	C
Assumptions	FS	Eye Gate House		C
Automobiles	FS	Eye Gate House		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Ayudantes Para Nuestra Casa	FS	Educational Projections Corp.		
Ayudantes Para Nuestra Escuela	FS	Educational Projections Corp.		
Baker, The	FS	Eye Gate House, Inc.		C
Bambi	Book-Rec.	Walt Disney Productions		
Banker, The	FS	Eye Gate House, Inc.		C
Big City, The	FS	Educational Projections Corp.		
Birds Get Ready For Winter	FS	Jam Handy		C
Bombero, El	FS	Educational Projections Corp.		
Boyhood of Abraham Lincoln	16mm	Coronet Films	11	C
Burro Que Pretendió Ser Leon, El	FS	Educational Projections Corp.		
Butcher, The	FS	Eye Gate House		C
Button's Big Parade	16mm	Universal Visual Arts	11	C
Button's Tall Tower	16mm	Universal Visual Arts	11	C
Buying Goods and Services	FS	McGraw-Hill Films		C
Caperucita Roja	Film	FA Film Association of Calif.	14	C
Cause and Nature of Sound	FS	Jam Handy		C
Ceniciencia, La	FS	Walt Disney Productions		
Chemical Changes	FS	Encyclopedia Britanica		C
Childcraft Encyclopedias	Books	Field Enterprises Educational Corporation		
Cities and Communications: Keeping Community Informed	16mm	McGraw-Hill Films	8	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
City and Its People, A	16mm	Bailey Film Associates	12	C
City That Freedom Built, The	Rec.-FS	Encyclopedia Britanica		C
City Workers and Services	FS	McGraw-Hill Films		C
Circulation - Why & How	16mm	Churchill Films	10	C
Ciudad y el Campo se necesitan uno a otro, La	FS	Educational Projections Corp.		
Classification of Matter	FS	Encyclopedia Britanica		C
Clothes We Wear, The	16mm	Churchill Films	11	C
Clouds	16mm	Film Associates of California	11	C
Clouds Above	16mm	Bailey Film Associates	9	C
Coastal Plains	FS	Educational Filmstrips		C
Colonial Children	FS	Encyclopedia Britanica		C
Colonies of Pennsylvania	FS	Curriculum Films		C
Color for Beginners	16mm	Coronet Films	11	C
Comestibles del Campo	FS	Educational Projections Corp.		
Comma In Addresses and Dates	FS	Society for Visual Education		C
Comma In Series	FS	Society for Visual Education		C
Commas in Clauses and Phrases	FS	Society for Visual Education		C
Commas In Direct Address	FS	Society for Visual Education		C
Commercial Fishing	Fs	Eye Gate House, Inc.		
Commutativity	16mm	McGraw-Hill Films	12	C
Como la Gente Se Gana La Vida	Fs	Educational Projections Corp.		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	TIME	TIME	COLOR or B/W.
Como Manejar el Dinero	FS	Educational Projections Corp.		
Como Viajamos	FS	Educational Projections Corp.		
Compartiendo Responsabilidades	FS	Educational Projections Corp.		
Conejo que Queria Ser Diferente, El	FS	Educational Projections Corp.		
Congressman and What He Does, A	Cas. T.	Troll Associates		
Conservation and Our Forests	16mm	Film Associates	15	C
Consideration	FS	Encyclopedia Britanica		C
Cuatro Cantantes De Guadalajara, Los	FS	McKeon-Overgard Publishing, Inc.		
Creating With Color	16mm	Coronet Films	11	C
Critical Thinking	FS	Eye Gate House, Inc.		C
Dairyman, The	FS	Eye Gate House, Inc.		C
Dictionary and Other Reference Books	FS	Eye Gate House, Inc.		C
Discovering Dynamics in Music	16mm	Bailey Film Associates	14	C
Discovering Melody	16mm	Bailey Film Associates	11	C
Discovering Rhythm	16mm	Universal Visual Arts	11	C
Distributing Heat and Energy	FS	Encyclopedia Britanica		C
Doing and Undoing in Mathematics	16mm	Bailey Films Associates	10	C
Dona Cigarra y Dona Hormiga	FS-Book	Mckeon-Overgard Publishing Inc.		C
Earth, The	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Earth In Space, The	Fs	Society for Visual Education		C
Earth, Sun and Stars, The	Trans. & Dupli. Pages	Miliken Publishing Co.		
Earth Satellite - The Moon	FS	Society for Visual Education		C
Eat For Health	16mm	Encyclopedia Britanica	11	B/W
Economics-Distribution of Goods	Rec.	Aims Instructional Media		
Economics: Division of Labor	Rec.-FS	Aims Instructional Media		C
Economics: Supply and Demand	Rec.-FS	Aims Instrucional Media		C
Education (Living In Mexico Today Series)	FS	Studyscopes		
En Donde Trabaja Mama?	FS	Educational Projections Corp.		
En Donde Trabajan Los Padres?	FS	Educational Projections Corp.		
Energy Unlimited	FS	Society for Visual Education		C
England Prepares to Colonize	FS	Curriculum Films		C
Enough Water For Everyone	FS	Encyclopedia Britanica		C
Electrical Servicers	FS	Denoyer-Geppert		C
Electrical Workers, The	FS	Jonathan Lancaster		C
Electricity	FS	McGraw-Hill		C
Electricity For Beginners	16mm	Coronet Films	11	C
Everday Courtesy	16mm	Coronet Films	11	C
Everyone Helps in a Community	16mm	Churchill Films	13½	C
Exercise for Happy Living	16mm	Encyclopedia Britanica	13½	C
Exploring Magnetism	FS	Charles Scribner, Sons		C
Exploring the Rocks	FS	Charles Scribner, Sons		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Factory: How a Product is Made	16mm	Bailey Film Associates	14	C
Fall Fun	FS	Eye Gate House, Inc.		C
Families and Learning: Everyone's a Teacher	16mm	McGraw-Hill Films	10	C
Families, Schools, & Neighborhoods (Social Studies Kit)	Rec.-FS	Field Educational Enterprises		
Figuring Things Out	FS-Rec.	Scholastic Kindle Series		C
Finding Out About Land, Air and Water	FS	Svekon Films		C
Finding Out About Seeds, Bulbs and Slips	FS	Society for Visual Education		C
Finding Out About the Sky	FS	Svekon Films		C
Finding Out How Animals Live	FS	Society for Visual Education		C
Finding Out How Baby Animals Grow	FS	Society for Visual Education		C
Finding Out How Plants Grow	FS	Society for Visual Education		C
Flag of the United States Parts I and II	Rec.-FS	Southwest Media Services, Inc.		C
Food - Clothing - Shelter	Rec.-FS	Jonathan Lancaster		C
French Colonies, The	FS	Curriculum Films		C
Friend Is Amie, A	Book	Knopf, 1958		
Fruit and Vegetable Store, The	FS	Eye Gate House, Inc.		C
Fuels and Heat	FS	Encyclopedia Britanica		C
Gas, Electricity, Plumbing and Other Installations	FS	Eye Gate House, Inc.		C
Gas and Oil Company, The	Rec.-FS	Denoyer-Geppert		C
Gas and Oil Services	Rec.-FS	Denoyer-Geppert		
Gatita Que Desobedecio, La	FS	Educational Projections Corp.		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
George Washington: Father of His Country	Rec.-FS	Stephen Bosustow Productions		
Getting Down to Work	FS	Jam Handy Films		C
Getting Goods and Services	FS	McGraw-Hill Films		C
Getting to Know the Bank	Cas. T.	Troll Associates		
Giant Photos (16" x 20")	Pictures	Giant Photos, Box 409 Rockford, Ill. 61105		C
Giving a Book Report	FS	Jam Handy Films		C
Giving Our Wildlife a Chance	FS	Society for Visual Education		C
Golden Ruled: A Lesson For Beginners	16mm	Coronet Films	11	C
Good Citizens	16mm	Encyclopedia Britanica	11	C
Governor and What He Does, A	Cas. T.	Troll Associates		
Gran Ciudad, La	FS	Educational Projections Corp.		
Great Amerian Desert	FS	Encyclopedia Britanica		C
Great Plains	FS	Educational Filmstrips		C
Harvest From the Sea	FS	Educational Reading Services		C
Healthy Families	16mm	Coronet Films	11	C
Hearing Sounds In words	FS	McGraw-Hill		C
Heart & Circulation	FS	Encyclopedia Britanica		C
Helping the Healing Hands	FS	Denoyer-Geppert		C
Homonym Poster Cards (11¼" x 14")	Flash Cards	Milton Bradley Pub. Co.		
Homonyms	FS	Eye Gate House, Inc.		C
Honesty	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
How Did Our Solar System Begin	FS	Charles Scribner's Sons		C
How Government Helps the People	FS	Curriculum Films		C
How Heat Causes Expansion	FS	Jam Handy		C
How Heat Travels	FS	Jam Handy		C
How Insects Help Plants Grow	FS	Encyclopedia Britanica		C
How Laws Protect the Citizen	FS	Curriculum Films		C
How Laws Protect People	FS	Curriculum Films		C
How Our Earth Began	FS	Curriculum Films		C
How Sound Travels	16mm	Encyclopedia Britanica	11	C
How Sound Travels	FS	Jam Handy		C
How To Handle Money	FS	Educational Projections Corp.		
How To Identify Moths and Butterflies	FS	Society for Visual Education		C
How the Indians Lived Series	FS	Jam Handy		C
How To Read a Newspaper	FS	Troll Associates		C
How To Recognize Birds	FS	Encyclopedia Britanica		C
How To Solve a Problem	16mm	Bailey Film Associates	12	C
How We Cooperate	16mm	Coronet Films	11	B/W
How We Travel	FS	Educational Projections Corp.		
I Want To Be A Teacher	Cas. T.-FS	Teaching Resources Film		C
If You Could See The Earth	16mm	Encyclopedia Britanica	10	C
If You Were Born In Mexico	FS	Troll Associates		
Improving Our Grassland	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Inca Lands In Peru	FS	Encyclopedia Britanica		C
Integrity	16mm	Independent Film Producers	11	C
Interpreting	FS	Eye Gate House, Inc.		C
Introducing Sets, Numbers and Numerals	16mm	Coronet Films	11	C
Introducing Shapes, Lines and Angles	16mm	Coronet Films	11	C
It's All About Weather	FS	Eye Gate House, Inc.		C
Joy of Being You, The	FS-Rec.	Scholastic Kindle Series		C
Keeping An Aquarium	FS	Jam Handy		C
Keeping Neat and Clean	FS	Encyclopedia Britanica		C
Kindness to Others	16mm	Coronet Films	11	C
Kitten That Disobeyed	FS	Educational Projection Corp.		
Land Areas and Land Formation	FS	L. C. Proctor		C
Lands and Few People	FS	Society for Visual Education		C
Language Patterns and Usage Grade 3, Part 2	Dupli. Book	Continental Press		
Leaders and Followers	FS	Encyclopedia Britanica		C
Learning About Amphibians	FS	Encyclopedia Britanica		C
Learning About Birds	FS	Encyclopedia Britanica		C
Learning About Insects	FS	Encyclopedia Britanica		C
Learning About Mammals	FS	Encyclopedia Britanica		C
Learning About Reptiles	FS	Encyclopedia Britanica		C
Learning To Share	FS	Educational Projection Corp.		
Let's Build a Weather Station	FS	Charles Scribner's Sons		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Let's Go to a Bank	Rec.-FS	G. P. Putman & Sons		C
Let's Go to Colonial Williamsburg	Book	Putnam; 1961		
Let's Have Respect	16mm	Charles Cahill	11	C
Let's Stand Tall	FS	Society for Visual Education		C
Let's Write a Story	16mm	Churchill Films	11	C
Life in Jamestown	FS	Encyclopedia Britanica		C
Life in Ponds, Lakes and Streams	FS	Jam Handy		C
Life On a Large Ranch	FS	McGraw-Hill Films		C
Light and Color	FS	Jam Handy		C
Light and How it Travels	FS	Jam Handy		C
Light, Heat, and Sound	FS	Society for Visual Education		C
Lines	FS	Curriculum Filmstrips		
Listening Skills IA, IB, IC	Tape	Science Research Associates		
Living in North Africa	FS	Society for Visual Education		C
Living Things Are Everywhere	16mm	Encyclopedia Britanica		C
Living With Me and Others, Level C	Book	Character Education Curriculum		
Lo Que el Invierno Significa Para Nosotros	FS	Educational Projections Corp.		
Lo Que el Otono Significa Para Nosotros	FS	Educational Projections Corp.		
Lo Que El Verano Significa Para Nosotros	FS	Educational Projections Corp.		
Lo Que La Primavera Significa Para Nosotros	FS	Educational Projections Corp.		
Locating Places On Maps	FS	Encyclopedia Britanica		C
Look It Up - World Book Encyclopedia	FS	Field Enterprises Instructional		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Los Amigos Animales Aprenden a Compartir	FS	Educational Projections Corp.		
Low Tide at the Beach	FS	Curriculum Films		C
Magnetism and Electricity	FS	Svekon Films		C
Make Alphabatizing Work For You	FS	Society for Visual Education		C
Making Change	FS	Popular Science Publishing Co.		C
Man and His Tools	16mm	McGraw-Hill Films	14	C
Man In Space	FS	Society for Visual Education		C
Manufacturing	FS	McGraw-Hill		C
Maps Are Fun	16mm	Coronet Films	11	C
Maps, Globes, and Graphs	FS	L. C. Proctar		C
Maps of Our World	16mm	Bailey Film Associates	11	C
Markets and Shopping (Living In Mexico Today Series)	FS-Rec.	Studyscopes		
Matter of Business, A	FS-Rec.	Jonathan Lancaster		C
Mayor and What He Does, A	Cas. T.	Troll Associates		
Meaning of Fractions	FS	Eye Gate House, Inc.		C
Measurement	FS	Eye Gate House, Inc.		C
Mexican Ceramics	Film	Randall & Townsend	18	C
Mexico City Curriculum Series	FS	Curriculum Films		
Miguel Hidalgo: Father of Independence	FS-Rec.	Stephen Bosustow Productions		
Mineral Riches of America	FS	Charles Scribner's Sons		
Miracle of the Sea	FS	Encyclopedia Britanica		C
Mission: 22 Orbits	16mm	Castle Films	8	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Modern School Mathematics	Book	Houghton Mifflin Co.		
Moelcules, Atoms, and Simple Reaction	FS	Encyclopedia Britanica Films		C
More Shapes	FS	Curriculum Filmstrips		
Mountains and Basins	FS	Educational Filmstrips		C
Mountains, Lands, and Volcanoes	FS	Curriculum Films		
Multiplication and Division	FS	Eye Gate House, Inc.		C
Multiplication for Beginners	16mm	Coronet Films	11	C
My Dad - The Computer Programer	FS-Rec.	Scott Education		C
My Dad - The Veterinarian	FS-Rec.	Scott Education		C
My Mother Works in a Bank	FS	Educational Reading Services		C
My Mother Works in an Office	FS	Educational Reading Services		C
Native Tribes, The	FS	Encyclopedia Britanica		C
Natural and Man-Made Moons	FS	Charles Scribner's Sons		C
Neighborhood Barber, The	FS	Eye Gate House, Inc.		C
Neighborhood Beautician, The	FS	Eye Gate House, Inc.		C
Neighborhood Doctor, The	FS	Eye Gate House, Inc.		C
Neighborhood Nurse, The	FS	Eye Gate House, Inc.		C
Neighborhood Pharmacist, The	FS	Eye Gate House, Inc.		C
Neighborhoods Change	FS-Rec.	Coronet Films		C
Neighborhoods of Many Kinds	FS-Rec.	Coronet Films		C
New Friends - Good Friends	FS	Encyclopedia Britanica		C
New Why Does The Weather Change	FS	Society for Visual Education		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Northern Mexico and the Central Highlands	FS	Society for Visual Education		
Northland, The	FS	Encyclopedia Britanica		C
Obedience Pays	FS	Encyclopedia Britanica		C
Occupations and Amusements	FS	Curriculum Films		C
Oceans	FS	Society for Visual Education		C
Oldest in My Class - My Teacher	FS	Troll Associates		C
Other People's Property	FS	Encyclopedia Britanica		C
Otros Trabajadores de la Comunidad	FS	Educational Projection Corp.		
Our Home, the Earth	FS	Society for Visual Education		C
Our Neighborhood Laundry	FS	Eye Gate House, Inc.		C
Our Police Department	FS	Encyclopedia Britanica		C
Our Rights and Responsibilities, Level C	Book	Character Education Curriculum		
Our Values: Human Values Series	Book	Steck - Vaughn Co.		
Our Weather	FS	Encyclopedia Britanica		C
Patito Feo, El	FS	Educational Projections Corp.		
Peabody Oral Language Development Kits, Levels A, B, C	Cards, Rec. or Cas. T.	American Guidance Services, Inc.		
Percentage	16mm	Modern Learning Aide	11	C
Personal Appearance	FS	McGraw-Hill		C
Personal Relationsjips	FS	McGraw-Hill		
Phonics Development	Trans. & Dupli. Pages	Milliken Publishing Co.		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Phrases and Clauses	FS	Encyclopedia Britanica		C
Place Values: Ones, Tens, Hundred	16mm	Coronet Film	11	C
Plants and Animals Live	FS	Society for Visual Education		C
Plants and Animals Under the Sea	FS	Society for Visual Education		C
Plants and Strange Animals of the Sea	FS	Society for Visual Education		C
Plants Get Ready for Winter	FS	Jam Handy		C
Pledge of Allegiance	Rec.-FS	March Films Enterprises		C
Poetry for Beginners	16mm	Coronet Films	11	C
Policeman, The	FS	Educational Projections Corp.		
Policeman Walt Learns His Job	16mm	Film Association of Calif.	11	C
Policia, El	FS	Educational Projections Corp.		
Possessives, Contractions and Abbreviations	FS	Society for Visual Education		C
Posture and Exercise	FS	Encyclopedia Britancia		C
Prefixes and Suffixes	FS	Eye-Gate House, Inc.		C
President and What He Does, A	Cas. T.	Troll Associates		C
Producing Electricity	FS	Charles Scribner Sons		C
Rabbit That Wanted to Be	FS	Educational Projections Corp.		
Racks and Minerals	FS	Society for Visual Education		C
Reading for Beginners: Words and Word Parts	16mm	Coronet Films	11	C
Reading for Beginners, Word Sounds	16mm	Coronet Films	11	C
Reading for Meaning, Box I	FS	Houghton Mifflin Co.		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Reading for Meaning, Box II	FS	Houghton Mifflin Co.		C
Read-On Diagnostic Reading Program	Cas. T. & Dupli. Page	Random House, Singer Division		
Recreation (Living in Mexico Today Series)	FS-Rec.	Studyscapes		
Resolviendo Problemas Personales	FS	Educational Projections Corp.		C
Responsibility	FS	Encyclopedia Britanica		
Safe Living at School	16mm	Coronet Films	11	C
Safety At Home	16mm	Universal Visual Arts	11	C
Safety At Home	FS	Encyclopedia Britanica		C
Safety At School	FS	Encycolpedia Britancia		
Safety First	FS	Encyclopedia Britancia		C
Safety on the Playground	16mm	Universal Visual Arts	16	C
Safety on the Playground	FS	Encyclopedia Britancia		C
Safety on the Street	16mm	Encyclopedia Britancia	11	C
Safety Rules for School	16mm	Aims Instructional Media	10	C
Safety to and from School	FS	Encyclopedia Britancia		C
Safety-Walk to School	10mm	Charles Cahill	11	C
San Antonio Under Six Flags	16mm	Consolidated Film Industry		C
Sanitation Department Crew, The	FS	McGraw-Hill		C
Saving Our Soil	FS	Encyclopedia Britancia		C
School Helpers	FS	McGraw-Hill		C
School of Mexico	FS	Curriculum Films		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Science 3: Laidlow Science Series	Book	Laidlow Brothers Publishers		
Scientist-His Way, Your Way, The	FS	Society for Visual Education		C
Seal Island	FS	Walt Disney Education Film		C
Secretos del Mundo de las Plantas	F	Walt Disney Education Film	16	C
Secretos del Mundo Submarino	F	Walt Disney Education Film	16	C
Select the Right Words	FS	L. C. Proctor		C
Senator and What He Does, A	Cas. T.	Troll Associates		
Sentence, The	FS	Curriculum Films, Inc.		C
Shape Box	Toy	Child Guidance Toy		
Shapes	FS	Curriculum Filmstrip		
Sharing	FS	Encyclopedia Britanica		C
Sharing Responsibilities	FS	Educational Projections Corp.		
Sharing With Others	FS	Encyclopedia Britancia		C
Shellfish of the Seashore	FS	Jam Handy		C
Shoemaker, The	FS	Eye-Gate House, Inc.		C
Shrines and Monuments	Rec.-FS	Encyclopedia Britanica		C
Singular and Plural	FS	Eye-Gate House, Inc.		C
Size and Distance	16mm	Sterling Educational Films	6	C
Small Fresh Water Animals	FS	Jam Handy		C
Social and Cultural Life	FS	Curriculum Films		C
Solar System, The	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE		COLOR or B/W
Solid Shapes	FS	Curriculum Filmstrips		
Solving Problems	FS	Eye-Gate House, Inc.		C
Some Water Animals	FS	Encyclopedia Britanica		C
Sound and How It Travel	16mm	Encyclopedia Britanica	11	B/W
Space Travel 2000 A.D.	FS	Society for Visual Education		C
Spanish Influence in the United States	16mm	McGraw-Hill	11	C
Spanish Sights and Sounds	Books-Cas.	Random House		
Special Teacher, The	FS	McGraw-Hill		
Specialists for Our Home	FS	McGraw-Hill		C
Specific Skills Series	Workbooks	Barnell Loft, Ltd, 956 Church Stree Baldwin, N.Y. 11510		
Spelling Made Easy	16mm	Coronet Films	10	B/W
Spring Fun	FS	Eye-Gate House		C
Story of a Book, The	16mm	Churchill Films	10	C
Story of Christopher Columbus	FS	Society for Visual Education		C
Story of the First Lunar Landing	Record-FS	Doubleday Multimedia		C
Studying An Area Through Maps	FS	Encyclopedia Britanica		C
Summarizing	FS	Eye-Gate House, Inc.		C
Summer Fun	FS	Eye-Gate House, Inc.		C
Supermarket Workers	Rec.-FS	Denoyer-Geppert		C
Supreme Court Justice and What He Does	Cas. T.	Troll Associates		
Synonym Poster Cards (11¼ x 14")	Flash Cards	Milton Bradley Pub. Co.		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Synonyms	FS	Eye-Gate House, Inc.		C
Tailor, The	FS	Eye-Gate House, Inc.		C
Taking Care of Your Things	FS	Encyclopedia Britanica		C
Taking Notes in Class	FS	Jam Handy Films		C
Teacher, The	FS	Mc-Graw-Hill		C
Telephone For Help	16mm	Bailey Film Associates	9	C
Telephone Servicers	Rec.-FS	Denoyer-Geppert		C
Telephone Services	Rec.-FS	Denoyer-Geppert		C
Telling Time	FS	Eye-Gate House		C
Tepoztlan, Mexican Village in Transition	16mm	Sterling Educational Films	12	C
Texas	FS	Curriculum		C
Then and Now In Texas	FS	Encyclopedia Britanica		C
Things In Groups	FS	Curriculum Filmstrips		C
Thinking for Yourself	FS	Encyclopedia Britanica		C
Time and Money	FS	Eye-Gate House		C
Time for Autumn and Winter	FS	Educational Reading Services		C
Time for Spring and Summer	FS	Educational Reading Services		C
Tony's Summer Vacation	FS - Rec.	Eye-Gate House		C
Transportation Is Important	FS	Educational Projections Corp.		
Transporte Es Importante, El	FS	Educational Projections Corp.		
Trees: Man's Best Known Plants	FS	Eye-Gate House		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Trip to a Police Station, A	Rec.-FS	Troll Associates		C
Trip to Court, A	Rec.-FS	Troll Associates		C
Try, Try Again	Rec.-FS	Eye Gate House, Inc.		C
Trying New Things	FS	Encyclopedia Britancia		C
Tu Animal Humano	F	Walt Disney Education Films	8	C
Tu y Los Alimentos	F	Walt Disney Education Films	8	C
Un Dia en el Parque Zoologico	FS	Educational Projections Corp.		
Una Visita a un Pueblito	FS	Educational Projections Corp.		
Una Visita a una Granja	FS	Educational Projections Corp.		
Una Visita al Dentista	FS	Educational Projections Corp.		
Una Visita al Medico	FS	Educational Projections Corp.		
United States Space Pioneer (Glenn)	16mm	United World Films, Inc.	8	C
United States Space Pioneer (Shepherd)	16mm	Castle Films	8	C
Universal Language, Grade 3	Dupli. Books	Charles E. Merrill Pub. Co.		
Usando el Telefono	FS	Educational Projections Corp.		
Use of the Dictionary	FS	Curriculum Films, Inc.		C
Using a Textbook	FS	Jam Handy		C
Using Capital Letters and Punctuation	FS	Society for Visual Education		C
Using Our Forest Wisely	FS	Encyclopedia Britanica		C
Using Our Minerals Wisely	FS	Encyclopedia Britanica		C
Using Plurals Correctly	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/
Using Punctuation Marks	FS	Filmstrip House		C
Using the Telephone	FS	Educational Projections Corp.		
Values, Understanding Others	16mm	Bailey Film Associates	8	C
Visit A Weather Station	Cas. T.	Troll Associates		
Visiting a Museum	Cas. T.	Troll Associates		
Vocabulary, Communications	FS	Curriculum Filmstrips, Inc.		C
Vocabulary, Development	FS	Curriculum Filmstrips, Inc.		C
Vowel, Backbone of a Syllable, The	FS	Society for Visual Education		C
Washington, D.C. Series	Rec. - FS	Encyclopedia Britanica		C
Washington y Hidalgo: Freedom's Heroes	Rec. - FS	Stephens Bosustow Productions		
Watchmaker and Jeweler	FS	Eye Gate House, Inc.		C
Weather For Beginners	16mm	Coronet Films	11	C
We Make Choices	16mm	Arthur Barr Productions, Inc.	10	C
We Print Design and Pictures	FS	Encyclopedia Britanica		C
We Want Goods and Services	16mm	Arthur Barr Productions, Inc.	10	C
We Work Together	FS	Encyclopedia Britanica		C
What a Doctor Sees When He Look At You	FS	Troll Associates		C
What Autumn Means to Us	FS	Educational Projections Corp.		
What Can Money Do	Cas. T.	New York Times		
What Happens When You Go To A Hospital	Book	Shoy		
What Is Conservation	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
What Spring Means to Us	FS	Educational Projections Corp.		
What Summer Means to Us	FS	Educational Projections Corp.		
What Things Are Made Of	FS	Society for Visual Education		C
What Winter Means To Us	FS	Educational Projections Corp.		
What You'd See At the Airport	Rec. - FS	Bailey Films Associates		C
What You'd See At the Harbor	Rec. - FS	Bailey Films Associates		C
Where Do Clouds Come From	FS	Jam Handy		C
Wholes and Parts, Arithmetic	FS	Curriculum Filmstrips		C
Why Physical Education	Rec. - FS	Long Film-slide Service		C
Why Me Use Money	16mm	Learning Corporation of America	10	C
Wind and What It Does	16mm	Encyclopedia Britanica	11	C
Wind At Work	16mm	Bailey Film Associates	11	C
Winter Fun	FS	Eye Gate House		C
Wonder of Crystals	FS	Moody Institute of Science		C
Wonders of Water	16mm	Moody Institute of Science	12	C
Words for Comparing	FS	Filmstrip House		C
Words Telling How, When, and Where	FS	Filmstrip House		C
Words That Describe Things	FS	Filmstrip House		C
Working - LIMT	FS	Studyscopes		
Working, Living In Mexico Today Series	FS - Rec.	Studyscopes		
World of Living Things	FS	Society for Visual Education		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Writing a Research Paper	FS	Jam Handy Films		C
Ya Vamos Al Desfile	F	Holt and Rinehart	15	C
Yendo a la Escuela Con Seguridad	FS	Educational Projections Corp.		
You and Your Growth	FS	Encyclopedia Britanica		C
You the Human Being	FS	Encylopedia Britanica		C
Your Body and Its Parts	16mm	Encylopedia Britanica	11	C
Your Exercise and Posture	FS	Encylopeida Britanica		C
Zero In Multiplication	FS	Popular Science Publishing Co.		C
Zoo, The	16mm	Encyclopedia Britanica	10	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Los Amigos Animales Aprenden a Compartir	FS	Fducational Projections Corp.		
Low Tide at the Beach	FS	Curriculum Films		C
Magnetism and Electricity	FS	Svekon Films		C
Make Alphabatizing Work For You	FS	Society for Visual Education		C
Making Change	FS	Popular Science Publishing Co.		C
Man and His Tools	16mm	McGraw-Hill Films	14	C
Man In Space	FS	Society for Visual Education		C
Manufacturing	FS	McGraw-Hill		C
Maps Are Fun	16mm	Coronet Films	11	C
Maps, Globes, and Graphs	FS	L. C. Proctar		C
Maps of Our World	16mm	Bailey Film Associates	11	C
Markets and Shopping (Living In Mexico Today Series)	FS-Rec.	Studyscopes		
Matter of Business, A	FS-Rec.	Jonathan Lancaster		C
Mayor and What He Does, A	Cas. T.	Troll Associates		
Meaning of Fractions	FS	Eye Gate House, Inc.		C
Measurement	FS	Eye Gate House, Inc.		C
Mexican Ceramics	Film	Randall & Townsend	18	C
Mexico City Curriculum Series	FS	Curriculum Films		
Miguel Hidalgo: Father of Independence	FS-Rec.	Stephen Bosustow Productions		
Mineral Riches of America	FS	Charles Scribner's Sons		
Miracle of the Sea	FS	Encyclopedia Britanica		C
Mission: 22 Orbits	16mm	Castle Films	8	B/W

TITLE	AUDIO-VISUAL SOURCE INFORMATION TYPE	SOURCE	TIME	COLOR or B/W
Modern School Mathematics	Book	Houghton Mifflin Co.		
Moelcules, Atoms, and Simple Reaction	FS	Encyclopedia Britanica Films		C
More Shapes	FS	Curriculum Filmstrips		
Mountains and Basins	FS	Educational Filmstrips		C
Mountains, Lands, and Volcanoes	FS	Curriculum Films		
Multiplication and Division	FS	Eye Gate House, Inc.		C
Multiplication for Beginners	16mm	Coronet Films	11	C
My Dad - The Computer Programer	FS-Rec.	Scott Education		C
My Dad - The Veterinarian	FS-Rec.	Scott Education		C
My Mother Works in a Bank	FS	Educational Reading Services		C
My Mother Works in an Office	FS	Educational Reading Services		C
Native Tribes, The	FS	Encyclopedia Britanica		C
Natural and Man-Made Moons	FS	Charles Scribner's Sons		C
Neighborhood Barber, The	FS	Eye Gate House, Inc.		C
Neighborhood Beautician, The	FS	Eye Gate House, Inc.		C
Neighborhood Doctor, The	FS	Eye Gate House, Inc.		C
Neighborhood Nurse, The	FS	Eye Gate House, Inc.		C
Neighborhood Pharmacist, The	FS	Eye Gate House, Inc.		C
Neighborhoods Change	FS-Rec.	Coronet Films		C
Neighborhoods of Many Kinds	FS-Rec.	Coronet Films		C
New Friends - Good Friends	FS	Encyclopedia Britanica		C
New Why Does The Weather Change	FS	Society for Visual Education		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Northern Mexico and the Central Highlands	FS	Society for Visual Education		
Northland, The	FS	Encyclopedia Britanica		C
Obedience Pays	FS	Encyclopedia Britanica		C
Occupations and Amusements	FS	Curriculum Films		C
Oceans	FS	Society for Visual Education		C
Oldest in My Class - My Teacher	FS	Troll Associates		C
Other People's Property	FS	Encyclopedia Britanica		C
Otros Trabajadores de la Comunidad	FS	Educational Projection Corp.		
Our Home, the Earth	FS	Society for Visual Education		C
Our Neighborhood Laundry	FS	Eye Gate House, Inc.		C
Our Police Department	FS	Encyclopedia Britanica		C
Our Rights and Responsibilities, Level C	Book	Character Education Curriculum		
Our Values: Human Values Series	Book	Steck - Vaughn Co.		
Our Weather	FS	Encyclopedia Britanica		C
Patito Feo, Fl	FS	Educational Projections Corp.		
Peabody Oral Language Development Kits, Levels A, B, C	Cards, Rec. or Cas. T.	American Guidance Services, Inc.		
Percentage	16mm	Modern Learning Aide	11	C
Personal Appearance	FS	McGraw-Hill		C
Personal Relationsjips	FS	McGraw-Hill		
Phonics Development	Trans. & Dupli. Pages	Milliken Publishing Co.		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Phrases and Clauses	FS	Encyclopedia Britanica		C
Place Values: Ones, Tens, Hundred	16mm	Coronet Film	11	C
Plants and Animals Live	FS	Society for Visual Education		C
Plants and Animals Under the Sea	FS	Society for Visual Education		C
Plants and Strange Animals of the Sea	FS	Society for Visual Education		C
Plants Get Ready for Winter	FS	Jam Handy		C
Pledge of Allegiance	Rec.-FS	March Films Enterprises		C
Poetry for Beginners	16mm	Coronet Films	11	C
Policeman, The	FS	Educational Projections Corp.		
Policeman Walt Learns His Job	16mm	Film Association of Calif.	11	C
Policia, El	FS	Educational Projections Corp.		
Possessives, Contractions and Abbreviations	FS	Society for Visual Education		C
Posture and Exercise	FS	Encyclopedia Britancia		C
Prefixes and Suffixes	FS	Eye-Gate House, Inc.		C
President and What He Does, A	Cas. T.	Troll Associates		C
Producing Electricity	FS	Charles Scribner Sons		C
Rabbit That Wanted to Be	FS	Educational Projections Corp.		
Racks and Minerals	FS	Society for Visual Education		C
Reading for Beginners: Words and Word Parts	16mm	Coronet Films	11	C
Reading for Beginners, Word Sounds	16mm	Coronet Films	11	C
Reading for Meaning, Box I	FS	Houghton Mifflin Co.		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Reading for Meaning, Box II	FS	Houghton Mifflin Co.		C
Read-On Diagnostic Reading Program	Cas. T. & Dupli. Page	Random House, Singer Division		
Recreation (Living in Mexico Today Series)	FS-Rec.	Studyscapes		
Resolviendo Problemas Personales	FS	Educational Projections Corp.		C
Responsibility	FS	Encyclopedia Britanica		
Safe Living at School	16mm	Coronet Films	11	C
Safety At Home	16mm	Universal Visual Arts	11	C
Safety At Home	FS	Encyclopedia Britanica		C
Safety At School	FS	Encycolpedia Britancia		
Safety First	FS	Encyclopedia Britancia		C
Safety on the Playground	16mm	Universal Visual Arts	16	C
Safety on the Playground	FS	Encyclopedia Britancia		C
Safety on the Street	16mm	Encyclopedia Britancia	11	C
Safety Rules for School	16mm	Aims Instructional Media	10	C
Safety to and from School	FS	Encyclopedia Britancia		C
Safety-Walk to School	10mm	Charles Cahill	11	C
San Antonio Under Six Flags	16mm	Consolidated Film Industry		C
Sanitation Department Crew, The	FS	McGraw-Hill		C
Saving Our Soil	FS	Encyclopedia Britancia		C
School Helpers	FS	McGraw-Hill		C
School of Mexico	FS	Curriculum Films		

TITLE	AUDIO-VISUAL SOURCE INFORMATION TYPE	SOURCE	TIME	COLOR or B/W
Science 3: Laidlow Science Series	Book	Laidlow Brothers Publishers		
Scientist-His Way, Your Way, The	FS	Society for Visual Education		C
Seal Island	FS	Walt Disney Education Film		C
Secretos del Mundo de las Plantas	F	Walt Disney Education Film	16	C
Secretos del Mundo Submarino	F	Walt Disney Education Film	16	C
Select the Right Words	FS	L. C. Proctor		C
Senator and What He Does, A	Cas. T.	Troll Associates		
Sentence, The	FS	Curriculum Films, Inc.		C
Shape Box	Toy	Child Guidance Toy		
Shapes	FS	Curriculum Filmstrip		
Sharing	FS	Encyclopedia Britanica		C
Sharing Responsibilities	FS	Educational Projections Corp.		
Sharing With Others	FS	Encyclopedia Britancia		C
Shellfish of the Seashore	FS	Jam Handy		C
Shoemaker, The	FS	Eye-Gate House, Inc.		C
Shrines and Monuments	Rec.-FS	Encyclopedia Britanica		C
Singular and Plural	FS	Eye-Gate House, Inc.		C
Size and Distance	16mm	Sterling Educational Films	6	C
Small Fresh Water Animals	FS	Jam Handy		C
Social and Cultural Life	FS	Curriculum Films		C
Solar System, The	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE		COLOR or B/W
Solid Shapes	FS	Curriculum Filmstrips		
Solving Problems	FS	Eye-Gate House, Inc.		C
Some Water Animals	FS	Encyclopedia Britanica		C
Sound and How It Travel	16mm	Encyclopedia Britanica	11	B/W
Space Travel 2000 A.D.	FS	Society for Visual Education		C
Spanish Influence in the United States	16mm	McGraw-Hill	11	C
Spanish Sights and Sounds	Books-Cas.	Random House		
Special Teacher, The	FS	McGraw-Hill		
Specialists for Our Home	FS	McGraw-Hill		C
Specific Skills Series	Workbooks	Barnell Loft, Ltd, 956 Church Street Baldwin, N.Y. 11510		
Spelling Made Easy	16mm	Coronet Films	10	B/W
Spring Fun	FS	Eye-Gate House		C
Story of a Book, The	16mm	Churchill Films	10	C
Story of Christopher Columbus	FS	Society for Visual Education		C
Story of the First Lunar Landing	Record-FS	Doubleday Multimedia		C
Studying An Area Through Maps	FS	Encyclopedia Britanica		C
Summarizing	FS	Eye-Gate House, Inc.		C
Summer Fun	FS	Eye-Gate House, Inc.		C
Supermarket Workers	Rec.-FS	Denoyer-Geppert		C
Supreme Court Justice and What He Does	Cas. T.	Troll Associates		
Synonym Poster Cards (11¼ x 14")	Flash Cards	Milton Bradley Pub. Co.		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Synonyms	FS	Eye-Gate House, Inc.		C
Tailor, The	FS	Eye-Gate House, Inc.		C
Taking Care of Your Things	FS	Encyclopedia Britanica		C
Taking Notes in Class	FS	Jam Handy Films		C
Teacher, The	FS	Mc-Graw-Hill		C
Telephone For Help	16mm	Bailey Film Associates	9	C
Telephone Servicers	Rec.-FS	Denoyer-Geppert		C
Telephone Services	Rec.-FS	Denoyer-Geppert		C
Telling Time	FS	Eye-Gate House		C
Tepoztlan, Mexican Village in Transition	16mm	Sterling Educational Films	12	C
Texas	FS	Curriculum		C
Then and Now In Texas	FS	Encyclopedia Britanica		C
Things In Groups	FS	Curriculum Filmstrips		C
Thinking for Yourself	FS	Encyclopedia Britanica		C
Time and Money	FS	Eye-Gate House		C
Time for Autumn and Winter	FS	Educational Reading Services		C
Time for Spring and Summer	FS	Educational Reading Services		C
Tony's Summer Vacation	FS - Rec.	Eye-Gate House		C
Transportation Is Important	FS	Educational Projections Corp.		
Transporte Es Importante, El	FS	Educational Projections Corp.		
Trees: Man's Best Known Plants	FS	Eye-Gate House		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Trip to a Police Station, A	Rec.-FS	Troll Associates		C
Trip to Court, A	Rec.-FS	Troll Associates		C
Try, Try Again	Rec.-FS	Eye Gate House, Inc.		C
Trying New Things	FS	Encyclopedia Britancia		C
Tu Animal Humano	F	Walt Disney Education Films	8	C
Tu y Los Alimentos	F	Walt Disney Education Films	8	C
Un Dia en el Parque Zoologico	FS	Educational Projections Corp.		
Una Visita a un Pueblito	FS	Educational Projections Corp.		
Una Visita a una Granja	FS	Educational Projections Corp.		
Una Visita al Dentista	FS	Educational Projections Corp.		
Una Visita al Medico	FS	Educational Projections Corp.		
United States Space Pioneer (Glenn)	16mm	United World Films, Inc.	8	C
United States Space Pioneer (Shepherd)	16mm	Castle Films	8	C
Universal Language, Grade 3	Dupli. Books	Charles E. Merrill Pub. Co.		
Usando el Telefono	FS	Educational Projections Corp.		
Use of the Dictionary	FS	Curriculum Films, Inc.		C
Using a Textbook	FS	Jam Handy		C
Using Capital Letters and Punctuation	FS	Society for Visual Education		C
Using Our Forest Wisely	FS	Encyclopedia Britanica		C
Using Our Minerals Wisely	FS	Encyclopedia Britanica		C
Using Plurals Correctly	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B
Using Punctuation Marks	FS	Filmstrip House		C
Using the Telephone	FS	Educational Projections Corp.		
Values, Understanding Others	16mm	Bailey Film Associates	8	C
Visit A Weather Station	Cas. T.	Troll Associates		
Visiting a Museum	Cas. T.	Troll Associates		
Vocabulary, Communications	FS	Curriculum Filmstrips, Inc.		C
Vocabulary, Development	FS	Curriculum Filmstrips, Inc.		C
Vowel, Backbone of a Syllable, The	FS	Society for Visual Education		C
Washington, D.C. Series	Rec. - FS	Encyclopedia Britanica		C
Washington y Hidalgo: Freedom's Heroes	Rec. - FS	Stephens Bosustow Productions		
Watchmaker and Jeweler	FS	Eye Gate House, Inc.		C
Weather For Beginners	16mm	Coronet Films	11	C
We Make Choices	16mm	Arthur Barr Productions, Inc.	10	C
We Print Design and Pictures	FS	Encyclopedia Britanica		C
We Want Goods and Services	16mm	Arthur Barr Productions, Inc.	10	C
We Work Together	FS	Encyclopedia Britanica		C
What a Doctor Sees When He Look At You	FS	Troll Associates		C
What Autumn Means to Us	FS	Educational Projections Corp.		
What Can Money Do	Cas. T.	New York Times		
What Happens When You Go To A Hospital	Book	Shoy		
What Is Conservation	FS	Encyclopedia Britanica		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
What Spring Means to Us	FS	Educational Projections Corp.		
What Summer Means to Us	FS	Educational Projections Corp.		
What Things Are Made Of	FS	Society for Visual Education		C
What Winter Means To Us	FS	Educational Projections Corp.		
What You'd See At the Airport	Rec. - FS	Bailey Films Associates		C
What You'd See At the Harbor	Rec. - FS	Bailey Films Associates		C
Where Do Clouds Come From	FS	Jam Handy		C
Wholes and Parts, Arithmetic	FS	Curriculum Filmstrips		C
Why Physical Education	Rec. - FS	Long Film-slide Service		C
Why Me Use Money	16mm	Learning Corporation of America	10	C
Wind and What It Does	16mm	Encyclopedia Britanica	11	C
Wind At Work	16mm	Bailey Film Associates	11	C
Winter Fun	FS	Eye Gate House		C
Wonder of Crystals	FS	Moody Institute of Science		C
Wonders of Water	16mm	Moody Institute of Science	12	C
Words for Comparing	FS	Filmstrip House		C
Words Telling How, When, and Where	FS	Filmstrip House		C
Words That Describe Things	FS	Filmstrip House		C
Working - LIMT	FS	Studyscopes		
Working, Living In Mexico Today Series	FS - Rec.	Studyscopes		
World of Living Things	FS	Society for Visual Education		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR or B/W
Writing a Research Paper	FS	Jam Handy Films		C
Ya Vamos Al Desfile	F	Holt and Rinehart	15	C
Yendo a la Escuela Con Seguridad	FS	Educational Projections Corp.		
You and Your Growth	FS	Encyclopedia Britanica		C
You the Human Being	FS	Encylopedia Britanica		C
Your Body and Its Parts	16mm	Encylopedia Britanica	11	C
Your Exercise and Posture	FS	Encylopeida Britanica		C
Zero In Multiplication	FS	Popular Science Publishing Co.		C
Zoo, The	16mm	Encyclopedia Britanica	10	C